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Thesis

THE BIBLICAL MATERIALS IN THE LESSON TEXTS
OF THE BEACON COURSE OF THE
INTERMEDIATE AND SENIOR GRADES

by

Helen Elizabeth Price

(A.B., Smith, 1932)

submitted in partial fulfilment of the
requirements for the degree of

Master of Arts

1933

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THESIS

THE LOGICAL BASIS OF THE INDUCTIVE METHOD

BY

JOHN EDWARD HUGHES

PH.D.

DEPARTMENT OF PHILOSOPHY

1935

Submitted in partial fulfillment of the

77553

requirements for the degree of

Doctor of Philosophy

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CHAPTER I

INTRODUCTION

The Problem

This work is a study of the Biblical materials contained in the books of the Beacon Series in Religious Education for the intermediate and senior grades, which books are used by the majority of the public schools. The books examined are the following:

1. From Moses to Jesus, by Eleanor Wood Whitman, for the twelve-year-old pupil; grade seven.

2. The Story of Jesus, (revised edition) by Florence Bush, for the thirteen-year-old pupil; grade eight.

THE MAIN STUDY

3. Peter and Paul and Their Friends, by Helen Nicolay, for the fourteen-year-old pupil; grade nine.

4. Our Part in the World, (revised edition) by Ella Brown Cohen, for the fifteen-year-old pupil; grade ten.

5. Talks to Young People on Ethics, by Clarence Wilson and Helen Fairley, for the sixteen and seventeen-year-old pupil; grade eleven and twelve.

Procedure and Techniques

There are four definite steps in this study.

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CHAPTER I

INTRODUCTION

The Problem

This work is a study of the Biblical materials contained in the books of the Beacon Course in Religious Education of the intermediate and senior grades, which grades include pupils from the ages of twelve to seventeen. The books examined are the following:

1. From Desert to Temple, by Eleanor Wood Whitman, for the twelve-year-old pupil; grade seven.
2. The Story of Jesus, (revised edition) by Florence Buck, for the thirteen-year-old pupil; grade eight.
3. Peter and Paul and Their Friends, by Helen Nicolay, for the fourteen-year-old pupil; grade nine.
4. Our Part in the World, (revised edition) by Ella Lyman Cabot, for the fifteen-year-old pupil; grade ten.
5. Talks to Young People on Ethics, by Clarence Wilson and Edwin Fairley, for the sixteen and seventeen-year-old pupil; grades ten and eleven.

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There are four definite steps in this study.

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INTRODUCTION
The Problem

This work is a study of the biblical materials contained in the books of the Reason Course in Religious Education of the intermediate and senior grades, which grades include pupils from the ages of twelve to seventeen. The books examined are the following:

1. From Desert to Temple, by Eliezer Wopod Whitman, for the twelve-year-old pupil; grade seven.
2. The Story of Jesus, (revised edition) by Florence Book, for the thirteen-year-old pupil; grade eight.
3. Father and Paul and Their Friends, by Helen Nichols, for the fourteen-year-old pupil; grade nine.
4. Our Part in the World, (revised edition) by Ella Lyman Cabot, for the fifteen-year-old pupil; grade ten.
5. Talks to Young People on Ethics, by Clarence Wilson and Edwin Fairley, for the sixteen and seventeen-year-old pupil; grades ten and eleven.

Procedure and Techniques
There are four definite steps in this study.

The first step is a study of some outstanding interests, problems, characteristics, and needs of the pupils ranging from the ages of twelve to seventeen years. This study has been made from accepted psychologies of the adolescent. The interests, problems, characteristics, and needs considered are those of significance to this examination of the Beacon Course.

The second step is the formulation of two sets of criteria, one set being for the evaluation of the aims set forth in the texts, chosen from the field of curriculum building, and the other set being for the evaluation of the Biblical materials within the texts, set up in the light of the pupils' interests, problems, needs, and capacities. Both sets of criteria are confirmed by reference to authorities in the field of religious education.

The third step is an analysis of the aims set forth in each book, which necessitates a statement of each aim as set forth, and an evaluation of these aims through application of the criteria set up for that purpose.

The fourth step is an analysis of the Biblical materials contained in the books, which involves a brief résumé of the Biblical materials in each book, a determination of the relationships of these materials to the aims set forth in the books, a determination of the extent to which these materials accomplish the aims, and a determi-

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The fourth step is an analysis of the Biblical materials contained in the books, which involves a statement of the Biblical materials in each book, a determination of the relationships of these materials to the aims set forth in the books, a determination of the extent to which these materials accomplish the aims, and a determination

nation of the adequacy of these materials for meeting the interests, problems, needs, and capacities of the pupils.

The relationships of the Biblical materials to the aims are determined by analysis of the Biblical contents of the books. The extent to which the Biblical materials accomplish the aims is arrived at through questionnaires sent to twenty-seven teachers, in order to secure the results of their experiences in regard to the degree to which these aims are accomplished by the Biblical materials contained in the texts used by them, and to one hundred twenty-five pupils to secure their reactions. The extent to which the Biblical materials are adequate for meeting the interests, problems, needs, and capacities of the pupils is arrived at by the same method, with the criteria set up for this purpose serving as the questions to be checked. One book, Talks to Young People on Ethics, by Clarence Wilson and Edwin Fairley is not treated in the same manner in regard to the last two points mentioned above, as for the other four books, since this book is not in use at the present time. This section of the work will be done by the writer. The other steps are treated in the same way for this book as for the other four.

Justification for this Work

This study has been undertaken, first of all, with the purpose in mind of aiding those who seek information

selection of the adequacy of these materials for meeting the interests, problems, needs, and capacities of the pupils. The relationship of the Biblical materials to

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the pupils is arrived at by the same method, with the

criteria set up for this purpose serving as the questions

to be checked. One book, Jesus in Young People's Bible,

by Clarence Wilson and Edwin Fairly is not checked in the

same manner in regard to the last two points mentioned

above, as for the other four books, since this book is not

in use at the present time. This section of the work will

be done by the writer. The other steps are treated in the

same way for this book as for the other four.

Justification for this Work

This study has been undertaken, first of all, with

the purpose in mind of aiding those who seek information

about the Biblical materials in the texts of the intermediate and senior grades, of the Beacon Course. There has been considerable inquiry in regard to the use made of these materials in the books by those studying curriculum construction, and by teachers who are not sufficiently familiar with the texts to know the suitability of the Biblical contents for the pupil.

In the second place, two of the books within the group, namely, The Story of Jesus by Florence Buck, and Our Part in The World by Ella Lyman Cabot, have been revised by the curriculum-commission of the American Unitarian Association, with the result that many inquiries have arisen in regard to the use made of Biblical materials in these books. It is hoped that the evaluation of the Biblical materials within them will be of benefit to these inquirers.

In the third place, the books From Desert to Temple by Eleanor Wood Whitman, and Peter and Paul and Their Friends by Helen Nicolay, which are wholly Biblical, are to be considered for revision by the curriculum-commission mentioned above, hence information concerning the value of these books for the pupil is sought by the commission. The book, Talks to Young People on Ethics by Clarence Wilson and Edwin Fairley is out of print at the present time, but is being considered for revision. The commission is anxious for reports on this book to determine the value, for the pupil, of the Biblical references contained therein.

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group, namely, The Story of Jesus by Florence Buck, and
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value of these books for the pupil is sought by the commis-
sion. The book, Talks to Young People on Bible by Florence
Wilson and Edwin Taylor is out of print at the present
time, but is being considered for revision. The commission
is anxious for reports on this book to determine the value,
for the pupil, of the Biblical references contained therein.

In the fourth place, many pupils have protested against studying some of these books. Their reactions and feelings are sought in regard to the Biblical contents with the hope of determining the strong and weak points in the use of these materials, and are here recorded with the hope that such information will be of use to those who revise the remaining volumes.

In the fifth and final place, although a small amount of work has been done in the evaluation of these courses, it has not been brought up to date, nor has it been done in precisely the same fashion as here. Our civilization is continually changing, hence what was suitable for pupils of yesterday, may not be so for pupils of today.

Summary

It can be seen that this work includes, briefly; a study of the pupil from twelve to seventeen years of age in regard to interests, problems, needs, and characteristics; the setting up of criteria for evaluation of the aims set forth in the various texts examined, and for the evaluation of the Biblical materials within them; an analysis of the aims with their evaluation for the curriculum; and an analysis of the Biblical materials within the books with a determination of the relationships of the Biblical materials to the aims, of the extent to which these materials accomplish the aims set forth in the books, and of the extent to

In the fourth place, many pupils have protested against studying some of these books. Their reactions and feelings are caught in regard to the Biblical contents with the hope of determining the strong and weak points in the use of these materials, and are here recorded with the hope that such information will be of use to those who revise the remaining volumes.

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Summary

It can be seen that this work involves, briefly, a study of the pupil from birth to seventeen years of age in regard to interests, problems, needs, and characterizations; the setting up of criteria for evaluation of the aims set forth in the various texts examined, and for the evaluation of the Biblical materials within them; an analysis of the aims with their evaluation for the objectives; and an analysis of the Biblical materials within the books with a determination of the relationship of the Biblical materials to the aims, of the extent to which these materials agree with the aims set forth in the books, and of the extent to

which these materials meet the interests, problems, needs, and capacities of the pupils. This last step forms a check upon the Biblical materials to determine the values that may be present within the Biblical contents other than those included in the aims as set forth.

With in his book entitled The Use of the Old Testament in Current Curriculum has made a study of the Old Testament materials in the textbooks of the intermediate and senior grades. George Herbert Mead in his book entitled The Curriculum of Religious Education, an earlier work than Smith's, has also made a study of the texts of these grades, surveying both Biblical and extra-Biblical materials within each.

Conclusion:

Mr. Smith, in his book, evaluates the Old Testament literature contained within the texts of the intermediate and senior grades by certain criteria which he has formulated. He finds that the old Testament material in the book From Jesus to Today is "valued by the comprehension and appreciation of the pupils in the grades for which it is provided,"¹ and that it serves the "social objectives that are to be found in Jesus' program of the Kingdom of God, and the modernized social values in a morally progressive civilization."²

¹Smith, G. S. The Use of the Old Testament in Current Curriculum, p. 122

²Ibid, p. 122

which these materials meet the interests, problems, needs,
and capacities of the pupils. This last step forms a
check upon the Biblical materials to determine the values
that may be present within the Biblical concepts other
than those included in the ones as set forth.

CHAPTER II

PREVIOUS STUDIES IN THIS FIELD

The Work Done in the Field

The work done in this field which relates to this present study has not been extensive. Robert Seneca Smith in his book entitled The Use of the Old Testament in Current Curricula has made a study of the Old Testament materials in the textbooks of the intermediate and senior grades. George Herbert Betts in his book entitled The Curriculum of Religious Education, an earlier work than Smith's, has also made a study of the texts of these grades, surveying both Biblical and extra-Biblical materials within each.

Conclusions

Mr. Smith, in his book, evaluates the Old Testament literature contained within the texts of the intermediate and senior grades by certain criteria which he has formulated. He finds that the Old Testament material in the book From Desert to Temple is "suited to the comprehension and appreciation of the pupils in the grades for which it is provided,"¹ and that it serves the "social objectives that are to be found in Jesus' programs of the Kingdom of God, and the recognized social values in a morally progressive civilization."²

¹Smith, R. S. The Use of the Old Testament in Current Curricula, p. 192

²Ibid, p. 193

CHAPTER II

PREVIOUS STUDIES IN THIS FIELD

The work done in this field

The work done in this field which relates to

this present study has not been extensive. Robert Rogers

Smith in his book entitled The Use of the Old Testament in

Current Curriculum has made a study of the Old Testament

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grades. George Herbert Gatta in his book entitled The

Curriculum of Religious Education, an earlier work than

Gatta's, has also made a study of the texts of these grades,

surveying both Biblical and extra-Biblical materials within

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formulated. He finds that the Old Testament material in

the book From Moses to Jesus is "suited to the comprehen-

sion and appreciation of the pupils in the grades for which

it is provided,"¹ and that it serves the "social objectives

that are to be found in Jesus' program of the Kingdom of

God, and the recognized social values in a morally progress-

ive civilization."²

¹Smith, R. S. The Use of the Old Testament in Current

Curriculum, p. 192

²Ibid., p. 193

He next discusses the Old Testament materials in The Story of Jesus, which he finds are used for at least six different purposes; namely, "to point out Jesus' familiarity with the Scriptures, to shed light on many of Jesus' experiences, to understand Jesus' mission, to see the resemblance of Jesus' parables and other teachings, to show that Jesus did not hesitate to differ from the Scriptures, and to shed light on problems about Jesus."³

Mr. Smith finds that the Old Testament materials in the course Peter and Paul and Their Friends "slightly contribute to the understanding and realization of the ideals of Jesus."⁴

He finds that the texts Our Part in the World, and Talks to Young People on Ethics are very lacking in Old Testament materials, hence does not attempt to evaluate the small amount contained in each.

Mr. Betts touches only slightly upon the Biblical materials contained in the books of the intermediate and senior grades. He feels that the Biblical materials in the text From Desert to Temple are appealing to the children. He finds that the Biblical materials in The Story of Jesus are of value in social living. His comment on the book, Peter and Paul and Their Friends confines itself to the statement that the author has written "for the teacher,

3

Smith, R.S. The Use of the Old Testament in Current Curricula, pp, 194-195

⁴Ibid, p. 197

The next discussion the Old Testament materials in

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 ship with the Scriptures, to shed light on many of Jesus'
 experiences, to understand Jesus' mission, to see the re-
 sults of Jesus' parables and other teachings, to show
 that Jesus did not hesitate to differ from the Scriptures,
 and to shed light on problems about Jesus."

Dr. Scott finds that the Old Testament materials
 in the gospel of Luke and John and their relation to the
 development of the understanding and realization of the
 Jesus of Jesus.

He finds that the Jesus who first in the world, and
 later to young people on earth are very lacking in Old
 Testament materials, hence does not attempt to evaluate
 the small amount contained in each.

Dr. Scott reviews and slightly expands the biblical
 materials contained in the books of the prophets and
 Isaiah. He finds that the biblical materials in the
 first three books of Isaiah are appealing to the children.
 He finds that the biblical materials in the story of Jesus
 are of value in actual living. His comment on the book
 of Isaiah and their relation to the development of the
 statement that the author has written "for the teacher."

Smith, R. S. The Use of the Old Testament in Current
 Literature, pp. 124-125
 1916, p. 127

but has provided an interesting study of the lives of the early apostles."⁵ He states that the materials in the text Our Part in The World are "chiefly extra-Biblical, although there are correlatives with Biblical references."⁶

This last book mentioned was the only text in the senior division published at the time Mr. Betts wrote his book, hence his comments close with this text.

⁵Betts, G. H., The Curriculum of Religious Education. p. 439
⁶Ibid., p. 440

but has provided an interesting study of the lives of the
early apostles.⁶ He states that the materials in the text
Our Text in the World are "chiefly extra-biblical, although
there are correlations with Biblical references."⁶
This text book mentioned was the only text in the
senior division published at the time Mr. Davis wrote his
book, hence his comments close with this text.

⁶ Bethel, G. H., The Unbroken Chain of Religious Education, p. 429
Oxford, p. 430

CHAPTER III

A STUDY OF THE ADOLESCENT

A study of the adolescent boy and girl of the ages ranging from twelve to seventeen years has been made in regard to certain interests, problems, characteristics, and needs, so that the Biblical materials in the texts examined may be evaluated on these bases.

Interests

The interests surveyed are in the recreational, intellectual, aesthetic, vocational, social, and religious fields.

Recreational

The recreational interests of the boys and girls of this age-group are found to be chiefly in camping, hiking, athletics, and games. The boys show particular liking for athletics which prove individual strength and courage, while girls show greater interest in quiet games involving mental skill.

Aesthetic and Intellectual

In the field of aesthetic and intellectual interests, boys of the ages twelve to seventeen are primarily interested in adventure, with some liking for adult fiction and humor.

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Interests

The interests surveyed are in the recreational, intellectual, aesthetic, vocational, social, and religious fields.

Recreational

The recreational interests of the boys and girls of this age-group are found to be chiefly in reading, thinking, athletics, and games. The boys show particular liking for activities which prove individual strength and courage, while girls show greater interest in quiet games involving mental skill.

Aesthetic and Intellectual

In the field of aesthetic and intellectual interests, boys of the ages twelve to seventeen are primarily interested in adventure, with some liking for fiction and humor.

Girls, however, from the ages of twelve to sixteen are interested in juvenile fiction, adult fiction, and adventure. Those at seventeen are interested in all these except juvenile fiction.

F. D. Brooks, in his book Psychology of Adolescence, generalizes boys' and girls' interests in these fields as follows: "dramatic action, adventure, interesting information, realism, humor, nature and outdoor life, fine literary style, child life, moral, interesting characters, supernatural or mystery, animal life, pathos."¹

To these, Leta Stetter Hollingworth in her book, The Psychology of Adolescence, adds interest in space, time, reality, infinity, and natural objects.

It is then seen that these interests of the pupils of the adolescent period lie in the field in which some large phase of life is explored. They are not within the confines of their own environment, or known facts, but extend to wider, broader fields.

Vocational

One of the greatest interests which the adolescent has, and one of the most important to later life is the vocational. The majority of pupils from twelve to seventeen years of age have in mind some definite goal toward which they wish to strive. Brooks says: "An investigation of the vocational preferences of junior and senior high-school students indicates that the vast majority of them

¹p. 296

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extend to wider, broader fields.

Vocational

One of the greatest interests which the adolescent

has, and one of the most important to later life is the
vocational. The majority of pupils from twelve to seven-
teen years of age have in mind some definite goal toward
which they wish to strive. Brooks says: "An investigation
of the vocational preferences of junior and senior high-
school students indicates that the vast majority of them

have in mind the occupations they wish to follow. Franklin had 1467 first-year pupils in the junior high-school of Baltimore fill out a questionnaire.... Of the boys, 98.3 percent, and of the girls, 98.1 percent indicated preferences. Less than two percent had no choices. McCracken also submitted a vocational-inquiry card to more than twenty thousand high school pupils in Cincinnati, Denver and other places in Colorado. On the average 84 to 94 percent of the pupils indicated preferences...."²

The investigations herein quoted show that the adolescent pupils begin to think about the type of work in which they wish to engage when they take their places in society.

Social

The social interests of the adolescents are chiefly confined to clubs, boy scouts, girl scouts, camp-fire girls, church committees and organizations, and outside organizations. Boys are interested in gangs and crowds of their own groups, while girls are more interested in groups outside their own circles.

Religious

The religious interests of the pupils are approached through the religious development of the adolescent.

During pre-adolescence the pupil has accepted teachings from others without question, as he (or she) has

²Brooks, F. D., Psychology of Adolescence, p. 299

have to find the occupations they wish to follow. Franklin had 1467 first-year pupils in the Junior high-school of Baltimore fill out a questionnaire.... Of the boys, 88.5 percent, and of the girls, 92.1 percent indicated preferences. Less than two percent had no choice. MacGeehan also submitted a vocational-interest card to more than twenty thousand high school pupils in Cincinnati, Denver and other places in Colorado. On the average 84 to 86 percent of the pupils indicated preferences....²

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Religious

The religious interests of the pupils are approached through the religious development of the adolescent. During pre-adolescence the pupil has accepted teachings from others without question, as he (or she) has

²Brooks, F. E., Psychology of Adolescence, p. 205

not had the background of experience and the mental development necessary for critical evaluation. There are thus certain changes in the religion of the adolescent from that of his childhood, the main one being the development of a personal religion.

The adolescent finds, now, a personal appeal in religion, and sees it more clearly as his own, due to maturity with which comes greater independence and self-assertion. Doubt develops, with a critical attitude due to the development of these characteristics, combined with the youth's greater reasoning power and increase of experience. Then, too, the adolescent begins to find spiritual meaning in the objects of nature, in the events, and the relationships of human life. Simple feelings give way to deeper emotions. "The youth's interest in religion lies in how to make the most of life that is in his hands. There is a reaction against authority and an assertion of individuality and independence. He is interested in religion to find God's laws, to find beauty in nature, in human life.. ..He is interested in the strong and understanding characters in religious history. It is through religion that he sees and seeks aid for his life."³

This brief survey shows wherein lie the interests of the majority of the pupils of the age-group under consideration. It is next necessary to discuss some of the problems of the adolescent.

³International Curriculum Guide, Book III, Christian Education for Youth, p. 22

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This brief survey shows wherein lies the interests

of the majority of the pupils of the age-group under con-

sideration. It is next necessary to discuss some of the

problems of the adolescent.

Problems

The problems examined are specifically religious, social, and personal ones common to the majority of pupils.

Religious

There are many adolescents who have a great wonder about God and are not able to form a clear understanding of Him. There are others who have the same wonder about the universe, about immortality, and about Christ. Many also, are not able to understand the meaning of prayer, nor its value. Then, too, a great number of them are not clear as to the meaning of religion, hence are not able to form personal religious beliefs.

Social

In the social realm, many adolescents, particularly of the ages twelve to fifteen, find it difficult to adjust themselves to group life. They have problems which arise in regard to cooperation, attitudes toward friends, companions, and society as a whole.

Personal

There are certain personal problems which arise in the adolescent's life which are not specifically in the religious and social field.

There are some pupils who experience feelings of despondency, and fear. They all experience devotion to ideals and are influenced by ideas, moral codes, opinions,

Problems

The problems examined are essentially religious, social, and personal ones centering in the majority of people.

Religious

There are many religious people who have a great wonder about God and are not able to form a clear understanding of Him. There are others who have the same wonder about the universe, about immortality, and about sinners. Many also are not able to understand the meaning of prayer, nor its value. Then, too, a great number of them are not clear as to the meaning of religion, hence are not able to form personal religious beliefs.

Social

In the social realm, many adolescents, particularly of the ages twelve to fifteen, find it difficult to adjust themselves to group life. They have difficulties about ethics in regard to temptation, attitudes toward friends, companions, and society as a whole.

Personal

There are certain personal problems which arise in the adolescent's life which are not essentially in the religious and social realm. There are some pupils who experience feelings of inferiority, and fear. They all experienced feelings of isolation and are influenced by ideas, social codes, opinions,

standards, and conduct. They all face the problem of the choice of a vocation, and of friends. The development of initiative and leadership is found to be a serious problem with some.

This brief discussion brings out the main problems in the lives of adolescents, which leads to a consideration of the mental development of the pupils of this period of life.

Mental Development

Two phases in the mental development of the adolescent relevant to this work which are reasoning, and attitudes, are discussed.

Reasoning

Reasoning is a process which is evident in the child, but more fully developed in the adolescent, allowing for more effective thinking. This reasoning power increases as the adolescent matures, due to a wider range of experiences. Brooks, in his book, Psychology of Adolescence, says: "If the environment has been reasonably stimulating, we should expect the maturity indicated by age to be marked by the growth of capacity to reason."⁴

Attitudes

Attitudes are important in an understanding of the adolescent. They are acquired in accordance with the laws of learning as it is, according to Kilpatrick, "practice

⁴pp. 67-68

standards, and content. They all face the problem of the choice of a vocational, and of a liberal. The development of initiative and leadership is found to be a serious problem with some.

This paper discusses the problem in the lives of adolescents, which leads to a consideration of the mental development of the pupils of this period of life.

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Attitudes

Attitudes are important in an understanding of the adolescent. They are acquired in accordance with the laws of learning as it is, according to Hippel, "positive

with satisfaction that builds an attitude."⁵

From this brief touch upon the mental development it is necessary to consider the emotions.

Emotions

The boy who has reached adolescence has experienced many emotions, as fear, grief, anger, and the like. He should at this period be led to a sense of emotional stability.

The girl's emotional development is similar to the boy's. If she has had sympathetic understanding, wise guidance, help, and discussion of problems, her emotional development should be normal and without the excess of one emotion over against another. Emotional stability of both the boy and girl increases with the age of the adolescent provided he or she is guided along these lines.

The adolescent's interests, problems, mental development, and emotions have been discussed in a very brief manner. From these considerations it is necessary to discuss the youth's needs pertaining to these fields.

Needs

The needs discussed are those of interests, guidance, social activities, religion, attitude, and emotions.

Interests

First of all the youth has great need of the interests mentioned. This need may be summed up in Brooks' own words. I quote: First, "Interests serve an exploratory or 'try-out' function. They lead to activity, to experience.

⁵ Kilpatrick, Foundations of Method, p. 63

with restriction that holds an attitude."

From this brief touch upon the mental development

it is necessary to consider the emotions.

Emotions

The boy who has reached adolescence has experienced

many emotions, as fear, grief, anger, and the like. He

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Needs

The needs discussed are those of interests, guidance,

social activities, religion, activities, and emotions.

Interests

First of all the youth has great need of the

interests mentioned. This need may be summed up in three

own words. I quote: First, "Interests serve as explanatory

or 'top-down' function. They lead to activity, to experience.

Then his interests lead him (the adolescent) to sample many activities and to acquire knowledge of them;"⁶ second, "A wide range of wholesome interests tends to insure breadth of experience and personality. Under normal circumstances the youth who has many wholesome interests has little danger of developing a narrow, one-sided personality;"⁷ third, "A wealth of interest facilitates substitution in case of thwarting, and is an aid to mental health. A wealth of desirable interests enables the youth, when thwarted, to turn more readily and with less stress and strain from an interesting activity to some other one;"⁸ and fourth, "Intense abiding interests in a few things are desirable for efficiency. The greatest achievement is possible only when the individual has a strong abiding interest in the task he is performing. Intense effort for a long period of time is required. In any line of endeavor an individual is likely to find hard tasks, which, in and of themselves, are more or less disagreeable. A strong interest in his work will help carry him over many irksome subsidiary tasks involved in it. Without such interests, achievement is won at needlessly great cost in strain and effort.

.....

Interests ~~based~~ upon superficial experience may well be utilized for their exploratory value, and thus

⁶Brooks, F. D., Psychology of Adolescence, p. 303

⁷Ibid. p.303

⁸Ibid. p.303

Then his interests lead him (the adolescent) to realize many activities and to acquire knowledge of them; second, "A wide range of wholesome interests leads to intense breadth of experience and personality. Under normal circumstances the youth who has many wholesome interests has little danger of developing a narrow, one-sided personality; third, "A wealth of interest facilitates substitution in case of thwarting, and is an aid to general health. A wealth of desirable interests enriches the youth, who is thwarted, as that who reads and with less stress and strain from an interesting activity to some other one; and fourth, "Intense abiding interests in a few things are desirable for efficiency. The greatest achievement is possible only when the individual has a strong abiding interest in the task he is performing. Intense effort for a long period of time is required. In any line of endeavor an individual is likely to find hard tasks, which, in and of themselves, are more or less disagreeable. A strong interest in his work will help carry him over many tedious and disagreeable tasks involved in it. Without such interests, achievement is not at all necessarily great in certain and effort.

.....
 Interest begins upon superficial experience and

will be utilized for itself exploratory value, and this

be an aid in determining more permanent ones."⁹

Guidance

Besides the need of interests, the adolescent has need of vocational guidance since this is one of the fields in which his interests lie, as we have seen. This vocational interest represents a great purpose in his life. He should be given help wherever possible and the best that can be given, as he has come to realize the life-span, hence looks to see what the future holds for him. He finds no definite answer. He may plan his work, but some misfortune may arise which thwarts his plans, upsetting him. It is a critical point for him as it may mean a successful future for him or defeat. I quote from Brooks:

"The adolescent needs guidance and control and habituation to fix modes of response. Control involves restraint at times, but it should be positive as much as possible, consisting in the direction of his activities. He needs freedom, more in fact, than he has ever had before, but the amount should be proportionate, to use it wisely, or at least without serious harm to himself and others. Initiative, self-reliance, self-confidence, leadership, and force of personality are important traits. Their development should go hand in hand with that of unselfish or social motives of conduct."

"Every adolescent is entitled to form the habit of being industrious, of working hard at something useful. Whether he goes to school, or enters industry, he needs to have work suited to his capacities, which he can perform with reasonably hard persistent effort. Having something to do which requires intense effort is a developmental factor whose full value very often is not realized."¹⁰

Also, the adolescent has need of guidance in recreational activities, since they are "both preparation for the use of leisure time, but more particularly for their

⁹Brooks, F. D., Psychology of Adolescence, p. 304

¹⁰Ibid., p. 439

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Guidance

Besides the need of interests, the adolescent has need of vocational guidance since this is one of the things which this interests in, as we have seen. This vocational interest represents a great purpose in his life. He should be given help wherever possible and the best that can be given, as he has come to realize the importance of looking to see what the future holds for him. He finds no definite answer. He says plan his work, but some might say that this is the plan, suggesting this. It is a critical point for him as it may mean a successful future for him or defeat. I quote from Brooks:

"The adolescent needs guidance and control and regulation to fix order of response. Control involves restraint at times, but it should be positive as much as possible, consideration in the direction of his activities. He needs freedom, more in fact, than he has ever had before, but the amount should be proportionate to his ability, or at least without serious harm to himself and others. Initiative, self-reliance, self-confidence, leadership, and force of personality are important traits. Their development should be made in hand with that of unselfish social motives of conduct."

"Every adolescent is entitled to form his habit of being industrious, of working hard at something useful. Whether he goes to school, or enters industry, he needs to have work suited to his capacities, which he can perform with reasonably hard persistent effort. Having something to do which requires intense effort is a developmental factor whose full value very often is not realized."

Also, the adolescent has need of guidance in

recreational activities, since they are "both preparation for the use of leisure time, but more particularly for their

immediate socializing and recreational values."¹¹

Social Activities

The adolescent has need of social activities, as they allow, in many cases, for the adjustment of difficulties. They allow for participation in group work, in organization, in planning, and the like, if the proper activities are chosen and are adapted to individual needs.

Religion

There is need in the adolescent life for religion, since the individual of this period has been struggling to find an explanation of the universe. He seeks for such an explanation in religion. Problems of life, of society, of relationships, are sought for their solution in religion. Peace of mind, emotional stability, comfort, harmony, relaxation and the like are sought for in religion by the adolescent. Brooks says:

"It satisfies his groping for a fundamental synthesized understanding of the whole realm of experience. It gives him a sense of values, a sense of personal relationships and obligations. It gives him help in attaining that self-control and self-discipline which characterizes strong personality. It reinforces his moral character. It aids him in resolving many conflicts of impulses and desires, and thus assists him in attaining sound mental health. Praise, prayer, and other elements of worship may enrich and deepen his life, and add much to its wholesomeness and happiness."¹²

To substantiate Brooks' statement I quote from the book Piloting Modern Youth by W. S. Sadler. He says:

¹¹Brooks, F. D., *Psychology of Adolescence*, p.439

¹²Ibid., pp. 341-342

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Social Activities

The adolescent has need of social activities, as they allow, in many cases, for the adjustment of different-ness. They allow the participation in group work, in organized action, in planning, and the like, if the proper activities are chosen and are adapted to individual needs.

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To substantiate Brooks' statement I quote from the

Book Religion Before Youth by W. B. Eerdmans. He says:

Brooks, W. B., Psychology of Adolescence, p. 433
1916, pp. 411-442

"Religion has a very definite place in the life of adolescents. It accomplishes a number of valuable things for youth; among them are the following:

1. Religion can be utilized to associate and unify the otherwise disturbed mental life and confused experience of the youth.
2. Religion can be used as a yardstick for measuring various moral values and social obligations.
3. Religion elevates youth's ideals and inculcates a valuable ethical motive of unselfishness.
4. Religion augments self control.
5. Religion aids in resolving emotional conflicts."¹³

Attitudes

The adolescent has need, also, of the correct attitude toward life, society, friends, parents, and companions. It is through attitudes that character is built.

Emotions

As a last point under needs, the value of emotions to the adolescent, his need for them, should be considered. For example, such emotions as excitement, enthusiasm, disgust, grief, sympathy, and others are valuable in securing desirable responses, while mirth possesses a recreational value. Brooks says that "they relieve the monotony of a highly perfected machine."¹⁴

The adolescent period has now been considered from the point of view of interests, problems, mental development, attitudes, emotions, and needs. This period of an individual's life may well be summed up in the words of Frederick Tracy, from whose book, Psychology of

¹³p. 318

¹⁴Brooks, F. D., Psychology of Adolescence, p. 222

Religion has a very definite place in the life of adolescence. It is especially a matter of value for youth; and the following factors for youth are the following:

1. Religion can be used as a vehicle for the expression of the youth's experience of the world.
2. Religion can be used as a vehicle for the expression of the youth's experience of the world.
3. Religion can be used as a vehicle for the expression of the youth's experience of the world.
4. Religion can be used as a vehicle for the expression of the youth's experience of the world.
5. Religion can be used as a vehicle for the expression of the youth's experience of the world.
6. Religion can be used as a vehicle for the expression of the youth's experience of the world.
7. Religion can be used as a vehicle for the expression of the youth's experience of the world.
8. Religion can be used as a vehicle for the expression of the youth's experience of the world.
9. Religion can be used as a vehicle for the expression of the youth's experience of the world.
10. Religion can be used as a vehicle for the expression of the youth's experience of the world.

Attitudes

The adolescent has not only, also, of the world, attitudes toward life, society, parents, and companions. It is through attitudes that character is built.

Emotions

In a last point we have seen, the value of emotions to the adolescent. The need for them, should be considered. For example, such emotions as excitement, enthusiasm, disgust, grief, sympathy, and others are valuable in securing desirable responses, while others possess a negative value. Brooks says that "they tell us the monotony of a highly perfected machine."

The adolescent period has now been considered from the point of view of interests, problems, mental development, attitudes, emotions, and needs. This period of an individual's life may well be summed up in the words

of Frederick Lewis, from whose book, Psychology of

Adolescence, I quote:

"Now as never before, beauty and ugliness, truth and falsehood, right and wrong, stand out clearly before the consciousness, and stir the whole being to its profoundest depths. Instincts that have slumbered hitherto, awaken now into full functioning, and manifest themselves in new desires and aversions. Interests multiply and intensify, and the objects of these interests become greatly varied in character. Under the pressure of those inner forces, the constituents of the mental life, which in childhood were relatively loose, and ununified, become relatively organized and unified. Life begins to be seen as a whole, with a single purpose."¹⁵

The criteria set up for the evaluation of the aims are selected from the book Curriculum Principles and Practices, by L. T. Hopkins, with the addition of four suggested by directors of religious education. The criteria chosen are confirmed by authorities in the field of religious education. These criteria are as follows:

1. The aim should be outgrowths of the interests of the pupils.¹
2. The aim should be outgrowths of the problems of the pupils.²
3. The aim should be outgrowths of the needs of the pupils.³
4. The aim should be outgrowths of the past experiences of the pupils.⁴
5. The aim should be proportionate to the capacities of the pupils.⁵

¹⁵p. 203

¹Suggested by Directors of Religious Education

²Ibid

³Ibid

⁴Ibid

⁵Hopkins, L. T., Curriculum Principles and Practices, p. 111

Abstracts. I quote:

"Now as never before, beauty and ugliness, truth and falsehood, right and wrong, stand out clearly before the consciousness, and with the whole being to its profoundest depths. Instincts that have slumbered hitherto, awaken now into full functioning, and manifest themselves in new designs and creations. Instincts multiply and intensify, and the objects of those instincts become greatly varied in character. Under the pressure of those inner forces, the consciousness of the mental life, which in childhood were relatively loose, and un unified, become relatively organized and unified. Life begins to be seen as a whole, with a single purpose."

CHAPTER IV

THE CRITERIA

A word should be said concerning the criteria which have been set up for the evaluation of the aims set forth in the books of the intermediate and senior grades of the Beacon Course, and for the evaluation of the Biblical materials contained in these books.

Criteria for the Evaluation of the Aims

The criteria set up for the evaluation of the aims are selected from the book, Curriculum Principles and Practices, by L. T. Hopkins, with the addition of four suggested by directors of religious education. The criteria chosen are confirmed by authorities in the field of religious education. These criteria are as follows:

1. The aims should be outgrowths of the interests of the pupils.¹
2. The aims should be outgrowths of the problems of the pupils.²
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5. The aims should be proportionate to the capacities of the pupils.⁵

¹Suggested by Directors of Religious Education

²Ibid

³Ibid

⁴Ibid

⁵Hopkins, L. T., Curriculum Principles and Practices, p. 113

CHAPTER IV THE CRITERIA

A word should be said concerning the criteria which have been set up for the evaluation of the aims set forth in the books of the Intermediate and Senior Grades of the Ocean Course, and for the evaluation of the Biblical materials contained in these books.

Criteria for the Evaluation of the Aims

The criteria set up for the evaluation of the aims are selected from the book, Guiding Principles and Practices, by L. T. Hopkins, with the addition of four suggested by directors of religious education. The criteria chosen are confirmed by authorities in the field of religious education. These criteria are as follows:

1. The aim should be outgrowth of the interests of the pupils.¹
2. The aim should be outgrowth of the problems of the pupils.²
3. The aim should be outgrowth of the needs of the pupils.³
4. The aim should be outgrowth of the past experiences of the pupils.⁴
5. The aim should be proportionate to the capacities of the pupils.⁵

¹ Suggested by Directors of Religious Education
² Ibid.
³ Ibid.
⁴ Ibid.
⁵ Hopkins, L. T., Guiding Principles and Practices, p. 113

6. The aims should furnish incentive for action.⁶
7. The aims should furnish opportunities for continued growth.⁷
8. The aims should be sufficiently specific to outline the field involved.⁸
9. The aims should be sufficiently specific to determine the selection of outcomes.⁹
10. The aims should be flexible.¹⁰

For the sake of clearness it seems best to expand some of these statements which might arouse a question in the mind of the reader.

The first three criteria are clear. The fourth criteria carries with it the meaning that experiences of the pupil should be basic to the aims set forth, since it is easier to reach a goal if related to that with which the pupil is acquainted. The fifth criterion carries with it the meaning that the aims should be attainable by the majority of the pupils. The sixth criterion carries with it the meaning that the aims must be seen by the pupil in terms of their application to all activities of the pupil, immediate or remote. They must be seen by the pupil in relation to his own experiences. The seventh criterion bears the meaning that the aims as set forth should arouse

⁶Hopkins, L. T., Curriculum Principles and Practices, p. 102

⁷Ibid., p. 112

⁸Ibid., p. 94

⁹Ibid., p. 100

¹⁰Ibid., p. 41

6. The aim should furnish incentive for action.
 7. The aim should furnish opportunities for constant growth.
 8. The aim should be sufficiently specific to outline the field involved.
 9. The aim should be sufficiently specific to determine the nature of outcomes.
 10. The aim should be flexible.
- For the sake of brevity it seems best to expand some of these statements which might arouse a question in the mind of the reader.
- The first three criteria are clear. The fourth criterion relates with the meaning that experiences of the pupil should be basic to the aim set forth, since it is easier to reach a goal if related to that with which the pupil is acquainted. The fifth criterion relates with the meaning that the aim should be adaptable by the majority of the pupils. The sixth criterion relates with the meaning that the aim must be seen by the pupil in terms of their application to all activities of the pupil. Immediate or remote. They must be seen by the pupil in relation to his own experiences. The seventh criterion bears the meaning that the aim as set forth should arouse

new aims of a higher type, which is important if the pupil is to adjust himself to changing social conditions along higher and more desirable lines. The eighth criterion means that it is necessary to outline the field involved, so that materials which are valuable may be included. The ninth criterion means that the aims should be stated in such a way as to make clear the outcomes to be accepted or rejected. The tenth criterion carries the meaning that the aims must allow for interpretation and changes to meet changing social conditions.

Criteria for the Evaluation of the Biblical Materials

The criteria selected for the evaluation of the Biblical materials in the books of the intermediate and senior grades of the Beacon Course, are four in number. There are certain points to be met, which are chosen from those set up by the curriculum-commission of the American Unitarian Association, to which are added a few from the International Curriculum Guide, section II, these latter being indicated by the asterisk. The criteria are as follows:

Criterion I. The Biblical materials should aid the pupil in specific religious problems:

- a. Understanding and appreciation of God.
- b. Understanding and appreciation of Jesus.
- c. Understanding of the meaning of immortality.
- d. Understanding of the meaning of prayer.
- *e. Understanding of and a feeling for religion.

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 so that materials which are valuable may be included. The
 sixth criterion means that the aims should be stated in
 such a way as to make clear the outcome to be expected or
 rejected. The tenth criterion carries the meaning that the
 aims must allow for interpretation and changes to meet
 changing social conditions.

Criteria for the Evaluation of the Biblical Materials
 The criteria selected for the evaluation of the
 Biblical materials in the books of the Intermediate and
Senior grades of the Second Course, are four in number.
 There are certain points to be met, which are chosen from
 those set up by the curriculum-commission of the American
 Unitarian Association, to which are added a few from the
International Unitarian Guide, section II, those factors
 being indicated by the asterisk. The criteria are as follows:

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- a. Understanding and appreciation of God.
 - b. Understanding and appreciation of Jesus.
 - c. Understanding of the meaning of immortality.
 - d. Understanding of the meaning of prayer.
 - e. Understanding of and a feeling for religion.

Criterion II. The Biblical materials should aid the pupil in specific social problems:

- a. Development of right attitudes toward parents, friends, companions, society, races.
- b. Living in a group.
- c. Cooperation.
- *d. Participation in, and contribution to a Christian social order.

Criterion III. The Biblical materials should aid the pupil in specific needs:

- a. Formation of ideals.
- b. Development of initiative.
- c. Development of emotional stability.
- *d. Development of leadership.
- *e. Development of a Christian life philosophy.

Criterion IV. The Biblical materials should be within the comprehension of the pupil, and within the range of his interests.

It is seen from the first criterion that the pupil is to be aided in certain religious problems which are common among adolescents. Biblical material is felt to be a source for aiding the child in understanding those religious problems which are perplexing to him. The Biblical materials "properly chosen present the kinds of problems with which the youth has to deal."¹¹

¹¹The Teaching Work of the Church, issued by the Committee on the War and Religious Outlook, p. 91

Criterion II. The Biblical materials should aid the pupil

in specific social problems:

- a. Development of right attitudes toward parents, friends, organizations, society, races.
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Criteria II and III imply that the Biblical materials will not be studied for their own sake, but to lead the pupil through examination of the unfolding of the religious experiences of the Hebrews both in the Old and New Testaments, through the social experiences and problems of the Hebrews, through the life and teachings of Jesus, to rightful living not by knowledge and appreciation alone, but by expression in habit and conduct, and to the solving of certain personal problems. They imply that the religion of the pupil will enter in his daily life.

On the other hand, the religious curriculum in the past has been designed for the purpose of preparing the pupil for future life. It has failed in many instances to utilize the interests, needs, and problems of the pupil, and to aid the pupil in living a more abundant life. The Twenty-Sixth Year Book of the National Society for the Study of Education writes:

"The curriculum maker is compelled to decide what use he shall make of the present needs, and interests of the children on the one hand, and of the results occurring from the study of society on the other The data from child life will go far to determine what is appropriate for education in each stage of the child's development."¹²

G. A. Coe writes:

"Life is continuous and the consequence for religious education is that it consists primarily in the awakening of religious experience in children through their contact with persons who already have had such experience. The Bible then takes its place as a means that mightily assists in promoting, illuminating, and confirming

¹²Twenty-Sixth Year Book of the National Society for the Study of Education, Part II., p. 11 ff

Children 11 and 12 study the Bible.

Students will not be studied for their own sake, but to lead the pupil through examination of the unfolding of the religious experience of the Hebrews both in the Old and New Testaments, through the social experience and problems of the Hebrews, through the life and teachings of Jesus, to a living not by knowledge and appreciation alone, but by expression in habit and conduct, and to the solving of certain personal problems. They learn that the religion of the pupil will enter in his daily life.

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Twenty-Sixth Year Book of the National Society for the Study of Education, Part II, p. 11 12

these contacts, and in extending the Christian fellowship backward to Jesus and the prophets, and forward toward fulfilling the prophetic idea." 13

Next it is implied in criterion IV that Biblical material which is not within the comprehension and range of interests of the pupil is without value. Professors Betts and Hawthorne in their book, Method in Teaching Religion, write:

"There is no more harmful folly than that of attempting to force upon children materials too advanced for their age, or out of range of their interest, or so distant from the requirements of their experience, that they cannot be assimilated into thought, ideals, and action. The waste growing out of attempting to teach such unsuitable material does not all come from the inability to master the too difficult, or ill-adapted subject matter. That loss is far exceeded by the harm arising from the attitude of disinterest, discouragement, and distaste for the materials then employed" 14

If, however, the Biblical materials evaluated, do not measure up to a fair degree to these criteria, it will mean that the subject-matter has been thought of more importance than the pupil for whose sake the teaching is carried on.

13 Coe, G. A., A Social Theory of Religious Education p. 113

14 Betts, G. H., and Hawthorne, M. O., Method in Teaching Religion p. 139

These materials, and in extending the Christian Fellowship
 program to China and the Orient, and toward Russia
 within the present list. It

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CHAPTER V

AN ANALYSIS OF THE AIMS SET FORTH IN THE BOOKS OF THE INTERMEDIATE AND SENIOR GRADES

This chapter contains a definition of the term aim, its importance in the curriculum, statements of the aims as set forth in the books of the intermediate and senior grades of the Beacon Course, and an evaluation of these aims.

Definition of the Term Aim

It seems best to define the term aim so that its meaning may be clear in the mind of the reader. The best definition for use here, and the one which seems to be all-inclusive, is that given by L. T. Hopkins in his book, Curriculum Principles and Practices, which term he defines as follows:

"An aim is an end toward which the educational process is moving. It may be defined in terms of the good life, complete living, progressive ability to cope with the complexities of the modern world, continuous readjustment of experience, preparation for the immediate or adult life, and the like."¹

The Importance of Aims

It is also well to show the importance of aims in the curriculum to justify an evaluation of such.

W. C. Bower in his book entitled Religious Education in the Modern Church states the importance of

¹p. 36

CHAPTER V

AN ANALYSIS OF THE LITERATURE IN THE

BOOKS OF THE IMMEDIATE AND SENIOR GRADES

This chapter contains a definition of the term aim, the importance of the curriculum, statements of the aim as set forth in the books of the intermediate and senior grades of the Beacon County, and an evaluation of these aims.

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It is also well to show the importance of aims in the curriculum to justify an evaluation of such. W. G. Bower in his book entitled Education in the Modern Church states the importance of

aims thus:

"The aims suggest what should or should not be undertaken in a given situation. They allow the religious educator to look ahead, so that sound judgment can be formed as to what next steps can be economically taken in forwarding the total program. They hold the idea of process before the teacher. The educator will be able to realize the need of improvement in curriculum content By making a beginning at the points where improvement can be made, the present situation can be transformed from what it is into what it ought to become.

.....
They also make possible the measurement of results, and furnish incentives to the educational process If selected because they represent the highest values in the religious life, they serve as an incentive as well as give directions to effort."²

Hopkins in his book, Curriculum Principles and Practices, says that aims are important because "the type of organization set up, and its extent will depend upon the aims. They define the end of action and direct the processes."³ He also points out that they help determine the branches of study, and aid in designating the relative value of the different branches.

With the term aim defined, and its importance in the curriculum pointed out, the aims set forth in the books examined in this study should next be considered.

From Desert to Temple

(For the twelve-year-old pupil)

*The Aims

The aims for this volume are found in the manual

²pp., 28-30-31-32-33

³pp. 85-86

*Whitman, E. W., From Desert to Temple, teacher's edition, p. IX

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"The aim suggests what should or should not be undertaken in a given situation. They allow the religious educator to look ahead, so that sound judgment can be formed as to what next steps can be economically taken in forwarding the total program. They hold the idea of progress before the teacher. The educator will be able to realize the need of improvement in curriculum content by making a beginning at the point where improvement can be made. The present situation can be transformed from what it is into what it ought to become.

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From Desert to Temple

(For the twelve-year-old pupil)

The aim

The aim for this volume are found in the manual

pp. 28-30-31-32-33
pp. 34-35
Whitman, E. F., From Desert to Temple, teacher's edition, p. ix

for the teacher, which aims are as follows:

1. To lead the child to correct and moral ideas.
2. To help the child to think.
3. To make the Hebrew race relive before the eyes of the pupil.
4. To instruct and develop their minds in religious history and expression.
5. To serve as introduction to the Gospel Story.

Evaluation of the Aims

For an aim to be of value in the curriculum and to the pupil, it should meet certain criteria. These criteria are found in chapter IV by which the aims for each book are evaluated. Following is a table showing the results of the evaluation of the aims listed above for the book From Desert to Temple. This table is designated as Table I. An interpretation of it follows. The degree to which each aim meets the criteria is checked, which will be done thus for each succeeding book.

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Table I. Evaluation of the Aims Set Forth in the Book, From Desert to Temple, by Eleanor Wood Whitman

	Not at all	To a low degree	To a fair degree	To a high degree
1. The aims are outgrowths of the interests of the pupils:				
Recreational	x			
Aesthetic and intellectual		x		
Vocational	x			
Social		x		
Religious		x		
2. The aims are outgrowths of the problems of the pupils.		x		
3. The aims are outgrowths of the needs of the pupils.		x		
4. The aims are outgrowths of the past experiences of the pupils.		x		
5. The aims are proportionate to the capacities of the pupils.			x	
6. The aims furnish incentive for action.		x		
7. The aims furnish opportunities for continued growth.			x	
8. The aims are sufficiently specific to determine the selection of outcomes.				x
9. They are sufficiently specific to outline the field involved.				x
10. They are flexible.		x		

From Table I, it is seen that the recreational and vocational interests of the pupils are not considered in the formulation of these aims. They are outgrowths of the religious, aesthetic, intellectual, and social interests to a low degree. They are outgrowths of the religious interests only in the sense that the pupil of this age is interested

Table I. Evaluation of the aims set forth in the

Book, *From Present to Future*, by Elizabeth Wood Whitman

	Aims to be			all
	low	fair	high	
1. The aims are outstanding of the interests of the pupils:				
Recreational	X			
Aesthetic and intellectual	X			
Vocational	X			
Social	X			
Religious	X			
2. The aims are outstanding of the problems of the pupils:				
3. The aims are outstanding of the needs of the pupils:	X			
4. The aims are outstanding of the past experience of the pupils:	X			
5. The aims are proportionate to the capacities of the pupils:				
6. The aims furnish incentive for action:	X			
7. The aims furnish opportunities for continued growth:	X			
8. The aims are sufficiently specific to determine the selection of outcomes:	X			
9. They are sufficiently specific to outline the field involved:	X			
10. They are flexible:	X			

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and vocational interests of the pupils are not considered in the formation of these aims. They are outstanding of the religious, aesthetic, intellectual, and social interests to a low degree. They are outstanding of the religious interests only in the sense that the pupil of this age is interested

in the Bible stories of dramatic character. They are outgrowths of the aesthetic and intellectual interests in the fact that pupils are interested in character and life, which interests may be found in studying the Hebrew people. They are outgrowths of the social interests of the child only in the portraying of groups of people working together.

These aims are, however, outgrowths of the problems of the pupils to a low degree, covering only the problem of search for moral standards, and ideas approved by the group. They are outgrowths of the needs of the pupils to a low degree, covering only the pupil's need for guidance in forming correct and moral ideas. The aims are outgrowths of the past experiences of the pupil to a low degree in that they retain the "formal" instruction in religion. The aims furnish incentive for action to a low degree, since the only sense in which they do this is in aiding the pupil to think out problems for himself. The aims are flexible only in allowing the child to form correct and moral ideas according to the standards of the times in which the child is living.

These aims are proportionate to the capacities of the pupil to a fair degree, since they state nothing that cannot be expected of the majority of pupils, unless it be a clear understanding of religious expression. They furnish opportunity for continued growth to a fair degree, since from study of the history of the Hebrew race and

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 it be a clear understanding of religious expression. They
 furnish opportunity for continued growth to a fair degree,
 since from study of the history of the Hebrew race and

their religion may come inspiration for aims of a higher type, which may lead to formation of higher ideals, for better adjustment to life, for understanding of life, God, religion, and the like.

These aims determine to a high degree the selection of outcomes, since it is very specifically stated that correct and moral ideas, ability to think, realization of the Hebrew race as a living people, and knowledge of religious history and expression should result from the contents. The aims are sufficiently specific to outline the field involved, since they show that it is the Hebrew race that is to be studied with their experiences, hardships, and problems.

The evaluation of these aims show that they are decidedly lacking in aiding the pupil in the social life, in his problems, and needs. It shows that instruction in content is considered very important regardless of the interests or experiences of the pupil. The pupil is not placed at the center of the curriculum. From this evaluation one can infer that the pupil of this age needs religious instruction rather than guidance in the eyes of the author. The standards accepted at the present time for the formulation of aims are met by these aims to a low degree.

THE STORY OF JESUS

(For the thirteen-year-old pupil)

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degree.

THE STORY OF JESUS

(For the thirteen-year-old pupil)

*The Aims

The aims for this text are found in the teachers' manual. They are as follows:

1. To help the pupil form a vivid conception of a remote time and country in which something important was happening.
2. To understand Jesus as a human being.
3. To begin to feel that these remote lives and events are important because they have direct bearing on the pupils' own lives.
4. To teach the worth of every human soul.
5. To awaken sympathy for other religions.
6. To give an understanding of religion.
7. To arouse ideals.
8. To arouse the pupil to pattern his life after Jesus.
9. To intensify the meaning of loyalty.
10. To guide the pupil in his religious development.
11. To teach the value and meaning of prayer.
12. To understand life and nature.
13. To show the heroism involved in the career and decision of Jesus and his followers.
14. To feel the qualities of Jesus.

Evaluation of the Aims

These aims set forth in The Story of Jesus are

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1. To help the pupil form a vivid conception of a remote time and country in which something important was happening.

2. To understand Jesus as a human being.
3. To begin to feel that these remote lives and events are important because they have direct bearing on the pupils' own lives.

4. To teach the words of every human soul.
5. To awaken sympathy for other religions.
6. To give an understanding of religion.
7. To arouse ideals.
8. To arouse the pupil to pattern his life after

Jesus.

9. To intensify the meaning of loyalty.
10. To guide the pupil in his religious develop-

ment.

11. To teach the value and meaning of prayer.
12. To understand life and nature.
13. To show the heroism involved in the career

and decision of Jesus and his followers.

14. To feel the qualities of Jesus.

Evaluation of the Aims

These aims set forth in The Story of Jesus are

evaluated according to the criteria set up. The results of this evaluation are in Table II, following, below which is an interpretation of the results.

Table II. Evaluation of the Aims Set Forth in the Book, The Story of Jesus, by Florence Buck.

	Not at all	To a low degree	To a fair degree	To a high degree
1. The aims are outgrowths of the interests of the pupils:				
Recreational	x			
Aesthetic and intellectual		x		
Vocational	x			
Social			x	
Religious			x	
2. The aims are outgrowths of the problems of the pupils.				x
3. The aims are outgrowths of the needs of the pupils.				x
4. The aims are outgrowths of the past experiences of the pupils.			x	
5. The aims are proportionate to the capacities of the pupils.			x	
6. The aims furnish incentive for action.				x
7. The aims offer opportunity for continual growth.				x
8. The aims are sufficiently specific to determine the selection of outcomes.				x
9. The aims are sufficiently specific to outline the field involved.				x
10. The aims are flexible.			x	

From Table II, it is seen that the aims set forth in, The Story of Jesus, meet the criteria to a high degree in the majority of cases.

However, these aims fail completely in two places. They disregard entirely the vocational and recreational

interests of the pupils. They consider to a fair degree the social and religious interests of the pupil in teaching the child the worth in all people, the meaning of loyalty, and the meaning of life, in aiding the pupil in an understanding of and feeling for Jesus, and in an understanding of the religion of other people and their own, and in the development of their own. They are flexible to a fair degree, as they allow for alterations and interpretations to meet the existing social conditions in arousing ideals, in developing loyalty, in guiding the pupil in religious development, and in interpreting the bearing the life and events of the people of Jesus' day have on their own. They are outgrowths of the past experiences of the pupil to a fair degree in that they tend to aid the pupil in his religious development, a process which has been going on since childhood, and in the solution of certain problems, as the meaning of prayer and of loyalty, which have been a part of his experience.

These aims are outgrowths, to a high degree, of the problems of the pupil covering the field of problems about life, the worth of human souls, the meaning of loyalty, and prayer, and the formation of ideals. They are outgrowths to a high degree of the needs of the pupil in that the pupil needs aid in his religious development, in developing his interests, in social problems, and in

interests of the pupil. They consider to a fair degree the social and religious interests of the pupil in connection with the child the world is all people, the meaning of loyalty, and the meaning of life, in aiding the pupil in an understanding of and feeling for Jesus, and in an understanding of the religion of other people and their own, and in the development of their own. They are likely to a fair degree, as they differ for education and interpretation to meet the existing social conditions in society, in developing loyalty, in guiding the pupil in religious development, and in interpreting the meaning of the life and events of the people of Jesus' day have on their own. They are outgrowths of the past experiences of the pupil to a fair degree in that they tend to aid the pupil in his religious development, a process which has been going on since childhood, and in the solution of certain problems, as the meaning of prayer and of loyalty, which have been a part of his experience. These are the outgrowths, to a high degree, of the problems of the pupil in the field of problems about life, the world of human beings, the meaning of loyalty, and prayer, and the formation of ideals. They are outgrowths to a high degree of the needs of the pupil in that the pupil needs aid in his religious development, in developing his interests, in social problems, and in

adjustment to life. They are proportionate to a high degree to the capacities of the pupils. They furnish incentive for action to a high degree in that they provide for the discovery of problems similar to those of the pupil, the solution of which may be applied to his own, with modifications, for the explanation of things vital to the pupil so that he may be enlightened upon certain things. The aims furnish opportunities for continued growth to a high degree, since they lead to the development of higher aims from the understanding of Jesus' teachings and his career, of the lives of other peoples, of religion, of loyalty, of ideals, of prayer, of life, and of nature, which will enable him to readjust his experiences to the changing social order. Finally they are sufficiently specific to determine the selection of outcomes, and to outline the field involved, since they state what goal they expect the pupil to reach, and the areas they are to cover to obtain these outcomes.

These aims seem to consider the child as the center of the curriculum. His interests, problems, and needs are considered in formulation of the aims which is an important thing in the curriculum today. The pupil is not thought of here as a "dish" into which all things considered important by the adult are to be poured. Guidance is the key-note here, a necessary thing for the abundant life, for the happy wholesome life. These aims

adjustment to life. They are predisposed to a high degree to the repetition of the pupil. They turn with incentive for action to a high degree in that they provide for the discovery of progress similar to those of the pupil, the solution of which may be applied to his own life problems, for the explanation of things vital to the pupil so that he may be satisfied upon certain things. The other furnish opportunities for continued growth to a high degree, since they lead to the development of higher aims from the understanding of Jesus, teaching and his career, of the lives of other people, of religion, of loyalty, of ideals, of prayer, of life, and of nature, which will enable him to transcend his environment to the changing social order. Finally they are sufficiently specific to determine the selection of subjects, and to outline the field involved, since they state what goal they expect the pupil to reach, and the means they are to move to obtain these outcomes.

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bring out the thought that the curriculum is living, is life itself, and not a source of knowledge for the sake of knowledge or for the "good of the soul."

PETER AND PAUL AND THEIR FRIENDS

(For the fourteen-year-old pupil)

*The Aims

The aims for this course are stated in the teacher's manual. They are as follows:

1. To give the pupils of fourteen a glimpse at the beginnings of the Christian Church.
2. To help them see Peter and Paul and their associates as living personalities.
3. To help them feel the genuine interest of those who found working for the new faith a real adventure.
4. To help the pupils deepen and make more ardent through association with the vital religious experiences of the early Christians their own religious life.

Evaluation of the Aims

These aims are evaluated in the table following. This table is designated as Table III. An interpretation of it follows its presentation.

*Nicolay, H., Peter and Paul and Their Friends, p. 2

bring out the thought that the curriculum is living, is
life itself, and not a source of knowledge for the sake of
knowledge or for the "good of the soul."

PETER AND PAUL AND THEIR FRIENDS

(For the fourteen-year-old pupil)

The Aims

The aims for this course are stated in the

teacher's manual. They are as follows:

1. To give the pupils of fourteen a glimpse at

the beginnings of the Christian Church.

2. To help them see Peter and Paul and their

associates as living personalities.

3. To help them feel the genuine interest of

those who found working for the new faith a real adventure.

4. To help the pupils deepen and make more urgent

through association with the vital religious experiences of

the early Christians their own religious life.

Evaluation of the Aims

These aims are evaluated in the table following.

This table is designated as Table III. An interpretation

of it follows the presentation.

Whitaker, H., Peter and Paul and Their Friends, p. 8

Table III. Evaluation of the Aims Set Forth in the Book,
Peter and Paul and Their Friends, by Helen Nicolay.

	Not at all	To a low degree	To a fair degree	Very much
1. The aims are outgrowths of the interests of the pupils:				
Recreational	x			
Aesthetic and intellectual		x		
Vocational	x			
Social		x		
Religious			x	
2. The aims are outgrowths of the problems of the pupils.		x		
3. The aims are outgrowths of the needs of the pupils.		x		
4. The aims are outgrowths of the past experiences of the pupils.		x		
5. The aims are proportionate to the capacities of the pupils.		x		
6. The aims furnish incentive for action.		x		
7. The aims furnish opportunities for continued growth.			x	
8. The aims are sufficiently specific to determine the selection of outcomes.			x	
9. The aims are sufficiently specific to outline the field involved.			x	
10. The aims are flexible		x		

From Table III, it is seen that the aims set forth in the book Peter and Paul and Their Friends are not particularly satisfying.

First of all, these aims are not outgrowths of the recreational and vocational interests of the pupils. This means that the author evidently felt that such interests had no place in the building of a Sunday School curriculum.

The aims are outgrowths of the aesthetic and intellectual interests of the pupil, to a low degree, making use only of the adventurous spirit of the pupil and his interest in characters. The aims are outgrowths to a low degree of the problems of the pupils, considering only the problems of religious development. They are outgrowths of the needs of the pupil, to a low degree, recognizing only the necessity of aid in developing religious beliefs. They are outgrowths of the past experiences of the pupil to a low degree recognizing only the fact that the pupil has struggled with his religious beliefs. They are flexible to a low degree, allowing for flexibility only in the point that the pupils may interpret the religious experiences of the early Christians for their own use depending upon their own religious experiences.

These aims are proportionate to the capacities of the pupils to a fair degree, doubt being felt in the pupils' abilities to grasp the meaning of the religious experiences of the early Christians and a sufficient understanding of them to aid in the deepening of their own religious lives. They furnish opportunities for continued growth to a fair degree, in that the pupil may derive higher aims from the personalities of Peter and Paul, from the work they carried on among the people, and from the deep religious experiences of the early Christians, aims which will aid them in their adjustment to life.

The aims are counterparts of the aesthetic and intellectual interests of the pupil, to a low degree, making use only of the advantages of the pupil and his interest in character. The aims are counterparts to a low degree of the problems of the pupil, considering only the problems of religious development. They are counterparts of the needs of the pupil, to a low degree, recognizing only the necessity of aid in developing religious beliefs. They are counterparts of the past experiences of the pupil to a low degree, recognizing only the fact that the pupil has struggled with his religious beliefs. They are flexible to a low degree, allowing for flexibility only in the point that the pupil may interpret the religious experiences of the early Christians for their own use depending upon their own religious experiences.

These aims are proportionate to the capacities of the pupils to a fair degree, doubt being laid in the pupils' abilities to grasp the meaning of the religious experiences of the early Christians and a sufficient understanding of them to aid in the deepening of their own religious lives. They furnish opportunities for continued growth to a fair degree, in that the pupil may derive higher aims from the personalities of Peter and Paul, from the work they carried on among the people, and from the deep religious experiences of the early Christians, aims which will aid them in their adjustment to life.

These aims are specific to a fair degree for determining the selection of outcomes in that they are to give the pupil a picture of the Christian Church in its origin, to make the pupil feel that Peter and Paul and their associates were real people, and are to show the great interest felt by these men in their work. They are also sufficiently specific to outline the field involved since that state definitely that the beginnings of the Christian Church are to be studied, and also the work of Peter and Paul and their associates together with the religious experiences of the early Christians, which will mean that definite portions of the book of Acts and of Paul's letters will be included.

This evaluation shows that the pupil is considered of less importance than the content. It shows very definitely that instructions in Biblical material is the most important in the mind of the author, and that it should be chosen according to what the adult thinks should be incorporated within the text for the "good of the child," rather than for the actual religious and life problems which the child faces everyday.

OUR PART IN THE WORLD

(For the fifteen-year-old pupil)

*The Aims

The aims set forth in this book are as follows:

*Cabot, E. L., Our Part in The World, Preface p. VII

These aims are specific to a fair degree for determining the selection of substance in that they are to give the pupil a picture of the Christian Church in its origin, to make the pupil feel that Peter and Paul and their associates were real people, and are to show the great interest felt by these men in their work. They are also sufficiently specific to outline the field involved in that state definitely that the beginning of the Christian Church are to be studied, and also the work of Peter and Paul and their associates together with the religious experiences of the early Christians, which will mean that definite portions of the book of Acts and of Paul's letters will be included.

This evaluation shows that the pupil is considered of less importance than the content. It shows very definitely that instructions in Biblical material is the most important in the mind of the author, and that it should be chosen according to what the adult thinks should be incorporated within the text for the "good of the child," rather than for the actual religious and life problems which the child faces everyday.

OUR PART IN THE WORLD

(For the fifteen-year-old pupil)

These aims

The aims set forth in this book are as follows:

1. To teach the pupil how to live in the social world.
2. To aid the pupil to choose his life-work.
3. To aid the pupil to meet the demands that fall upon him.
4. To aid the pupil to assume his obligations in this world.
5. To bring an understanding of the universe to the pupil.
6. To understand God.

Evaluation of the Aims

The aims listed above are evaluated according to the criteria set up. The results are in the table following, this table being designated as Table IV. Its interpretation follows below the table.

Table IV. Evaluation of the Aims Set Forth in the Book, Our Part in The World, by Ella Lyman Cabot.

	Not To a at low all degree	To a fair degree	To a high degree
1. The aims are outgrowths of the interests of the pupils: Recreational	x		
Aesthetic and intellectual	x		
Vocational			x
Social			x
Religious	x		
2. The aims are outgrowths of the problems of the pupils.			x
3. The aims are outgrowths of the needs of the pupils.			x
4. The aims are outgrowths of the past experiences of the pupils.			x

1. To teach the pupil how to live in the world

world.

2. To aid the pupil to choose his life-work.

3. To aid the pupil to meet the demands that fall

upon him.

4. To aid the pupil to assume his obligations in

this world.

5. To bring an understanding of the universe to

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6. To understand God.

Evaluation of the Aims

The aims listed above are evaluated according to

the criteria set up. The results are in the table follow-

ing. This table being designated as Table IV. Its

interpretation follows below the table.

Table IV. Evaluation of the Aims Set forth in the

Book, Our Part in the World, by Miss Lymon Cabot.

	Not in a	To a	To a
	at low	fair	high
	all degrees between these		

1. The aims are outgrowths of the			
interests of the pupils: Recreational x			
Aesthetic and Intellectual	x		
Vocational			
Social			
Religious	x		
2. The aims are outgrowths of the			
problems of the pupils.			
3. The aims are outgrowths of the			
needs of the pupils.			
4. The aims are outgrowths of the			
past experiences of the pupils.			

Table IV.(continued) Evaluation of the Aims Set
Forth in the Book, Our Part in The World, by Ella Lyman Cabot.

	Not at all	To a low degree	To a fair degree	To a high degree
5. The aims are proportionate to the capacities of the pupils.				x
6. The aims furnish incentive for action.				x
7. The aims furnish opportunities for continued growth.				x
8. The aims are sufficiently specific to determine the selection of outcomes.				x
9. The aims are sufficiently specific to outline the field involved.				x
10. The aims are flexible.				x

Table IV. shows that the aims in the book, Our Part in The World, fail in one respect; namely, that they are not outgrowths of the recreational interests of the pupils.

These aims are outgrowths, to a low degree, of the aesthetic and intellectual, and the religious interests of the pupil. They only take into account the pupil's interest in the universe in regard to its meaning, and his interest and want for understanding God.

However, the aims are outgrowths to a high degree of the vocational and social interests, of the problems, and of the needs of the pupil. They take into account the pupil's interest in choosing his life-work, his interest in group life, and social leadership, the problems he faces in adjustment to life, in assuming his responsibilities, and in performing his duties. They consider the need the pupil

has of aid in all these factors so that he may develop a normal, happy life.

The aims are also flexible to a high degree since each aim may be interpreted and adapted to meet the situations which arise. They furnish incentive for action to a high degree, as they inspire the pupil to proceed in the direction in which he has sought help. They also furnish opportunities for continued growth to a high degree, as there can be developed from each aim a higher aim leading toward social adjustment, adjustment to life, and to the universe. They are sufficiently specific to determine the selection of outcomes, and to outline the field involved, since they state definitely that the pupil is to be aided in adjustment to life, in solution of problems social and otherwise, and that the field to be covered is that of the social realm of the pupil.

From these statements we gather that the writer has in mind a social theory of religious education or, as Coe states it, in his book, A Social Theory of Religious Education, "a progressive order for the pupil's social reactions."¹ She very definitely has foremost in mind the concept of the pupil as moving through social experiences, which experiences/arise in active dealings with real situations. In short, she thinks of the curriculum as a course of living.

TALKS TO YOUNG PEOPLE ON ETHICS

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normal, happy life.

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the direction in which he has sought help. They also

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as there can be developed from each aim a higher aim, lead-

ing toward social adjustment, adjustment to life, and so

the universe. They are sufficiently specific to determine

the selection of outcomes, and to outline the field involved,

since they state definitely that the pupil is to be aided

in adjustment to life, in selection of proper social and

otherwise, and that the field to be covered is that of the

social realm of the pupil.

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has in mind a social theory of religious education or, as

we state it, in his book, A Social Theory of Religion

Education, "a progressive order for the pupil's social

education." The very definitely has formulated in mind the

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which experiences in active dealing with real situations.

In short, she thinks of the curriculum as a course of

living.

TALKS TO YOUNG PEOPLE ON RELIGION

1917

(For the sixteen and seventeen-year-old pupil)

*The Aims

There are only three aims set forth in this book which are:

1. To teach the young people to think.
2. To teach the young people to choose wisely.
3. To teach the young people to act wisely.

Evaluation of the Aims

These aims are not of the type to warrant evaluation by all the criteria set up. To do justice to them and to evaluate them fairly, I have chosen those criteria which seem to do this. They are evaluated in the following table, which is designated as Table V. An interpretation of the results follows the table.

Table V. Evaluation of the Aims Set Forth in the Book, Talks to Young People on Ethics, by Clarence Wilson and Edwin Fairley.

	Not To a at low all degree	To a fair degree	To a high degree
1. The aims are outgrowths of the needs of the pupil.		x	
2. The aims are proportionate to the capacities of the pupil.		x	
3. The aims furnish incentive for action.			x
4. The aims are flexible			x

*Wilson and Fairley, Talks to Young People on Ethics, adapted from preparatory note, pp. V-VI

(For the fifteen and seventeen-year-olds group)

WT's Aims

There are only three aims set forth in this book

which are:

1. To reach the young people to think.
2. To reach the young people to choose wisely.
3. To reach the young people to act wisely.

Evaluation of the Aims

These aims are not of the type so common:

evaluation by all the criteria set up. To be judged to them and to evaluate them fairly. I have chosen those criteria which seem to be fair. They are evaluated in the following table, which is designated as Table V. An interpretation of the results follows the table.

Table V. Evaluation of the aims set forth in the

Book, Ways to Young People on Ethics, by Clarence Wilson and

Edwin Palmer.

	1. To reach the young people to think.	2. To reach the young people to choose wisely.	3. To reach the young people to act wisely.
1. The aims are objectives of the needs of the pupil.	x		
2. The aims are propositions to the capacities of the pupil.	x		
3. The aims furnish incentive for action.			x
4. The aims are flexible.			x

Wilson and Palmer, Ways to Young People on Ethics,
cited from Propositions, pp. 1-11.

From Table V, it is seen that the aims are outgrowths of the needs of the pupil to a fair degree, as the pupil of sixteen or seventeen needs to be aided in his thinking and choices in matters about which he has doubt. This is the period when he feels that he himself is capable of handling situations without dictation from older people, hence it is the period at which guidance is needed. The aims are proportionate to the capacities of the pupil to a fair degree since the youth of this period is capable of thinking for himself, and of choosing and acting as he sees fit, but not entirely without guidance. The majority of the students of these ages are able to do the things suggested to a fair degree on their own.

These aims, on the other hand, furnish incentive for action to a high degree, since they stimulate the youth to apply what he discovers to his own acts when seen by him in relation to his own experience. The aims are also flexible to a high degree, since they allow of interpretation to meet changing social conditions, the pupil being given an opportunity to choose and act as he sees best for the time in which he lives.

These aims, on the whole, are of the type which allow for much freedom on the part of the pupil. They do not bind him down to certain rules and regulations, nor do they state that this is expected of him or that. From the evaluation it is seen that they are aims which are set up for the pupil primarily, and not for the content.

From Table V it is seen that the aims are out-
 growths of the needs of the pupil to a fair degree, as the
 pupil of sixteen or seventeen needs to be aided in his
 thinking and choosing in matters about which he has doubt.
 This is the period when he feels that he himself is capable
 of handling situations without direction from other people.
 Hence it is the period at which guidance is needed. The
 aims are proportionate to the capabilities of the pupil to a
 fair degree since the youth of this period is capable of
 thinking for himself, and of choosing and acting as he sees
 fit, but not entirely without guidance. The majority of
 the students of these ages are able to do the things sug-
 gested to a fair degree on their own.
 There are, on the other hand, further incentives
 for action to a high degree, since they stimulate the youth
 to apply what he discovers to his own life when seen by
 him in relation to his own experience. The aims are also
 flexible to a high degree, since they allow of interpreta-
 tion to meet changing social conditions, the pupil being
 given an opportunity to choose and act as he sees best for
 the time in which he lives.
 These aims, on the whole, are of the type which
 allow for much freedom on the part of the pupil. They do
 not bind him down to certain rules and regulations, nor do
 they state that this is expected of him or that, from the
 evaluation it is seen that they are aims which are set up
 for the pupil voluntarily, and not for the content.

CHAPTER VI.

AN ANALYSIS OF THE BIBLICAL MATERIALS IN THE BOOKS OF THE INTERMEDIATE AND SENIOR GRADES OF THE BEACON COURSE

This chapter deals with an analysis of the Biblical materials in the books of the intermediate and senior grades of the Beacon Course, which includes statements of the Biblical materials in each, a determination of their relationships to the aims set forth in each, a determination of the extent to which they accomplish the aims, and a determination of their adequacy for meeting the interests, problems, needs, and capacities of the pupil.

FROM DESERT TO TEMPLE

The Biblical Materials

The subject materials in this book are wholly Biblical. They treat of the history of the Hebrew race, showing its origin in nomadic tribes, tracing its wanderings, sufferings, hardships, experiences, and leaders, from its first beginnings down to the time when it finds its home in Palestine. The captivity of the Hebrews in Babylonia is discussed with their return to rebuild the Temple and the walls of Jerusalem.

The story of this race is rewritten with the addition of some imaginative material, so that the child of twelve may follow its history in order, but throughout the book there are direct quotations from the Bible, as

AN ANALYSIS OF THE BIBLICAL MATERIALS IN THE BOOKS OF THE INTERMEDIATE AND SENIOR GRADERS OF THE HEBREW COURSE

This chapter deals with an analysis of the
Biblical materials in the books of the intermediate and
senior grades of the Hebrew Course, which includes a re-
view of the Biblical materials in each, a determination
of their relationship to the aims set forth in each, a
determination of the extent to which they accomplish the
aims, and a determination of their adequacy for meeting
the interests, problems, needs, and capacities of the pupil.

THE BIBLICAL MATERIALS

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The subject materials in this book are wholly
Biblical. They treat of the history of the Hebrew race,
showing its origin in nomadic tribes, tracing its wander-
ings, sufferings, hardships, experiences, and lessons, from
its first beginnings down to the time when it finds its
home in Palestine. The captivity of the Hebrews in Babylon
is discussed with their return to rebuild the Temple and
the walls of Jerusalem.

The story of this race is intertwined with the
addition of some imaginative material, so that the child
of twelve may follow the history in order, but throughout
the book there are direct quotations from the Bible, as

"The Song of the Well" (Num. 21 17,¹⁸), "The Song of the Sword" (Gen. 4 23,²⁴), and others. Out of the thirty-nine books of the Old Testament there are direct quotations, or references to seventeen of these books, and one reference to the New Testament, that reference being to the gospel of "John." The book as a whole deals with the following topics:

"Childhood and Joy;" "Wandering and Sorrow;" "Seeking a New Home;" "Israel Victories;" "Israel a Kingdom;" "The Glory of Solomon;" "The Kingdom Divided;" "Stories of the Kingdom;" "Sufferings;" "Prophets of Israel;" "Captivity;" "The Remnant Rebuilding the Temple in Jerusalem;" "The Walls Rebuilt;" "Struggle with the Greeks;" and "The Growth of a Hope by Jerusalem."

The Relationships of the Biblical Materials to the Aims

The direct quotations from the Bible dealing with the early nomadic life of the Hebrews with their customs, beliefs, wanderings, and sufferings, are to help the child feel the reality of those people, to visualize their life, and to make him feel more keenly the experiences of that race. They are to show, also, the historical development of the religion from which his own has sprung, and the religious fervor of those people. There are quotations to illustrate the moral ideas of the Hebrews with their beliefs in war, killing, revenge, greediness, hatred, and glory, which are for the purpose of stimulating the child

"The Song of the Sea" (Exod. 15), "The Song of the

Winged Serpent" (Lev. 24), and others. Out of the thirty-

nine books of the Old Testament there are direct quotations,

or references to seventeen of these books, and one refer-

ence to the New Testament, that reference being to the

parable of "John." The book as a whole deals with the

following subjects:

"Childhood and Youth," "Mendacity and Deceit,"

"Selling a Wife," "Israel's Vices," "Israel's

Glories," "The Glory of Solomon," "The Kingdom of David,"

"Sufferings of the Kings," "Sufferings," "Prophecy of

Isaiah," "Captivity," "The Remnant Exiled from the Temple

in Jerusalem," "The Walls of Jerusalem," "Struggle with the

Gentiles," and "The Growth of a Hope for Jerusalem."

The Relationships of the Biblical Materials to the Bible

The direct quotations from the Bible dealing with

the early nomadic life of the Hebrews with their customs,

beliefs, wanderings, and sufferings, are to be found in the

fact the reality of these people, to visualize their life,

and to make the fact more keenly the experience of their

times. They are to show, also, the historical development

of the religion from which his own has sprung, and the

religious fervor of those people. There are quotations to

illustrate the moral ideas of the Hebrews with their

beliefs in war, killing, revenge, greediness, hatred, and

glory, which are for the purpose of illustrating the child

to think, and to develop correct and moral ideas after seeing the mistakes of others.

The Extent to Which the Biblical Materials Accomplish the Aims

In order to determine the extent to which the Biblical materials in the text, From Desert to Temple, accomplish the aims, questionnaires were sent to seven qualified teachers with from five to seven years teaching experience, and to twenty-five pupils who have studied this book in Sunday School, in order to obtain the results of their experiences with the course. The results obtained from the teachers are tabulated in Table I. following. These teachers were asked to check the aims according to a four-point scale, hence the numbers in each column represent the number of teachers who checked that particular column. An interpretation of Table I. follows its presentation.

Table I. The Biblical Materials in the Text, From Desert to Temple, by Eleanor Wood Whitman.

	Not at all	A little	To a fair degree	Very much
To help the pupils:				
1. To form correct and moral ideas.	3	4		
2. To think.		5		2
3. To see the Hebrews as a living race.			2	5
4. To understand religious history.		6		1
5. To understand the Gospels.	3	2	2	

From Table I. it is seen that; four teachers replied, "a little," to the first statement, and three, "not at all;" two, "very much," and five, "a little" to the second; five, "very much," and two, "to a fair degree;" to the third: one, "very much," and six, "a little," to the fourth; and two, "to a fair degree," two, "a little," and three "not at all" to the fifth.

There are some variations in the replies from the teachers. Those who replied, "not at all" to the first point said that the Biblical materials chosen were for the most part valueless for their pupils in helping them form correct and moral ideas, as the materials required a great deal of thought and concentration to discover the meaning within them, a task which usually fell to the teacher. The four who replied, "a little" said that the pupils were able to form a few ideas from the Biblical material presented, but that they themselves found it necessary to point out, in many instances, what "correct and moral ideas" might be derived from studying the contents.

The five who replied, "a little" to the second said that the Biblical materials were too difficult in most cases to stimulate the pupils to think, as they became disinterested in the subject-matters which were, for the most part, not within their understanding. Two found that their boys and girls were aided "very much" in thinking,

From Table I it is seen that four teachers replied, "a little," to the first statement, and three, "not at all"; two, "very much," and five, "a little," to the second; five, "very much," and two, "a little," to the third; one, "very much," and six, "a little," to the fourth; and two, "a little," two, "a little," and three, "not at all," to the fifth.

There are some variations in the replies from the teachers. Those who replied, "not at all," to the first point said that the Biblical materials chosen were for the most part valuable for their pupils in relation to the correct and moral ideas, as the materials required a great deal of thought and concentration to discover the truth within them, a task which usually fell to the teacher. The four who replied, "a little," said that the pupils were able to form a few ideas from the Biblical material presented, but that they themselves found it necessary to point out, in many instances, what "correct and moral ideas" might be derived from studying the contents.

The five who replied, "a little," to the second said that the Biblical materials were too difficult in most cases to stimulate the pupils to think, as they became disinterested in the subject-matter which was, for the most part, not within their understanding. Two found that their boys and girls were aided very much in thinking.

since they met challenging materials. This group, however, was somewhat advanced in its Biblical study.

The two who replied, "to a fair degree" to the third said that the materials, in some instances, made the Hebrews appear to be a race different from others, hence a little "fantastic." The five who replied, "very much" revealed that no material could give a more life-like portrayal of the early Jewish people than the Biblical contents chosen.

The six who replied, "a little," to the fourth, said that their pupils found the materials too complicated in most cases to trace out the history of religion in an understanding way. The one who replied, "very much" said that there was some help given by her in this problem.

Finally, the three who replied, "not at all" to the fifth point said that their pupils could not seem to understand the connection between the materials presented and the Gospel stories. The two who replied, "to a fair degree" stated that their pupils had studied the Bible at home.

Following are the results obtained from pupils of twelve to thirteen years of age. These pupils are from groups other than those taught by the teachers to whom questionnaires were sent. Their replies are in tabulated form, this form being designated as Table II. They were asked to check the ~~aims~~ according to a four-point scale. An interpretation follows the Table.

Table II. The Biblical Materials in the Text,
From Desert to Temple, by Eleanor Wood Whitman

	Not at all	A little	To a fair degree	Very much
The materials help me:				
1. To form correct and moral ideas.	15	10		
2. To think.		15	5	5
3. To see the Hebrews as a living race.			10	15
4. To understand religious history.	5	20		
5. To understand the Gospels.	20	5		

Table II., shows that; ten pupils replied, "a little" to the first statement, and fifteen "not at all;" five, "very much" to the second, five, "to a fair degree," and fifteen, "a little;" fifteen, "very much" to the third, and ten, "to a fair degree;" twenty, "a little" to the fourth, and five, "not at all;" and five, "a little" to the fifth and twenty, "not at all."

The differences in the replies are due to the variations in ages and to Bible study at home. The five who replied that they were aided, "very much" in thinking were thirteen years of age, and had been taught the Bible at home.

Both tables show that the majority of pupils were not aided at all in forming correct and moral ideas, and in understanding the Gospels, and that they were aided only a little in thinking, and in understanding religious history.

Table II. The Biblical Materials in the Text

From Desert to Temple, by Eleanor Wood Whitman

	Not at all	A little	Very much
1. To form correct and moral ideas.	10	15	5
2. To think.	10	15	5
3. To see the Hebrew as a living race.	10	15	5
4. To understand religious history.	20	30	5
5. To understand the Gospels.	20	30	5

The materials help us:

Table II, shows that: ten pupils replied, "a little" to the first statement, and fifteen "not at all"; five, "very much" to the second, five, "to a little degree," and fifteen, "a little"; fifteen, "very much" to the third, and ten, "to a little degree"; twenty, "a little" to the fourth, and five, "not at all"; and five, "a little" to the fifth, and twenty, "not at all."

The differences in the replies are due to the variations in ages and to Bible study at home. The five who replied that they were aided, "very much" in thinking were thirteen years of age, and had been taught the Bible at home. Both tables show that the majority of pupils were not aided at all in forming correct and moral ideas, and in understanding the Gospels, and that they were aided only a little in thinking, and in understanding religious history.

*The Adequacy of the Biblical Materials for Meeting
the Interests, Problems, Needs, and Capacities of the
Pupils

To the same teachers and pupils questionnaires consisting of the criteria set up in chapter IV. for evaluation of the Biblical materials were sent on which the teachers were to check, by a four-point scale, the degree to which the Biblical materials met the interests, problems, needs, and capacities of the pupils, and on which the pupils were to do likewise according to the degree to which they had been aided. The results obtained from the teachers are tabulated in Table III. below with an interpretation following.

Table III. The Biblical Materials in the Text,
From Desert to Temple, by Eleanor Wood Whitman

	Not at all	A little	To a fair degree	Very much
These materials help the pupils in:				
*I. Specific religious problems:				
a. Understanding and appreciation of God.			5	2
c. Understanding of the meaning of prayer.		4	2	1
d. Understanding of and a feeling for religion.		2	3	2
II. Specific social problems:				
a. Development of right attitude toward parents, friends, companions, society, races.		3	2	2
b. Living in a group.			5	2
c. Cooperation.		2	3	2
d. Participation in and contribution to a Christian social order.	4	2	1	

*This order is slightly changed in the criteria.

*Point b is omitted as the book does not deal with Jesus.

The Adequacy of the Biblical Materials for Meeting the Interests, Needs, and Capabilities of the

Table

To the same teachers and pupils questionnaires

consisting of the materials set up in Chapter IV, for evaluation of the Biblical materials were sent on which the teachers were to check, by a four-point scale, the degree to which the Biblical materials met the interests, needs, and capabilities of the pupils, and on which the pupils were to do likewise according to the degree to which they had been aided. The results obtained from the teachers are tabulated in Table III, below with an interpretation following.

Table III. The Biblical Materials in the Text

From Dearest to Teacher by Eleanor Wood Whitman

	Very much	Not at all	Very
1	2	3	4

These materials help the pupils in:

1. Specific religious problems:
2. Understanding and appreciation of God.

3. Understanding of the meaning of prayer.

4. Understanding of and a feeling for religion.

II. Specific social problems:

1. Development of right attitudes toward parents, friends,

2. Cooperation, honesty, respect.

3. Living in a group.

4. Cooperation.

5. Participation in and contribution to a Christian social order.

6. Participation in and contribution to a Christian social order.

7. Participation in and contribution to a Christian social order.

8. Participation in and contribution to a Christian social order.

9. Participation in and contribution to a Christian social order.

10. Participation in and contribution to a Christian social order.

11. Participation in and contribution to a Christian social order.

12. Participation in and contribution to a Christian social order.

13. Participation in and contribution to a Christian social order.

14. Participation in and contribution to a Christian social order.

Table III. (continued) The Biblical Materials in
the Text, From Desert to Temple, by Eleanor Wood Whitman

	Not at all	A little	To a fair degree	Very much
III. Specific needs:				
a. Formation of ideals.	1	4	2	
b. Development of emotional stability.	6	1		
c. Development of initiative.	7			
d. Development of leadership.	7			
e. Development of a Chris- tian life philosophy.		6	1	
IV. The Biblical materials are initative, within.				
a. The comprehension of the pupil.		6	1	
b. The range of interests of the pupil.		5	2	

Table III., shows; namely, that in Criterion I; two replied, "very much" to point a, and five, "to a fair degree," and one, "very much," two, "to a fair degree," and four, "a little" to point c; and two, "very much," three "to a fair degree," and two, "a little" to point d. It shows; namely, that ⁱⁿ criterion II, two replied, "very much," two, "to a fair degree," and three, "a little" to point a; two, "very much," and five, "to a fair degree" to point b; two, "very much," three, "to a fair degree," and two, "a little" to point c; and one, "to a fair degree," two, "a little," and four, "not at all" to point d. It shows that; in criteria III. two replied, "to a fair degree," four, "a little," and one, "not at all" to point a; one replied, "a little," and six, "not at all"

Table III. (continued) The Biblical Materials in

the Text, from Deuteronomy to Judges by Eleanor Wood Gilman

the pupil.		the range of interests of		the composition of the		within.		IV. The Biblical materials are		then into categories.		a. Development of a Chris-		b. Development of leadership.		c. Development of initiative.		adaptability.		b. Development of emotional		c. Possession of ideals.		III. Specific needs:	
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	

to point b; seven, "not at all" to points c and d; one, "to a fair degree," and six, "a little" to point e.

Finally, it shows that; in criterion IV. one replied, "to a fair degree" to point a, and six, "a little;" two, "to a fair degree," and five, "a little" to point b.

These figures mean that the majority of pupils under these teachers were not aided at all by the Biblical materials in participation in and contribution to a Christian social order, and in development of initiative and leadership. It is also seen that the majority were aided very little in understanding the meaning of prayer, in the development of right attitudes toward parents, friends, companions, society, and races, in the formation of ideals, and in the development of a Christian life philosophy. They also show that the Biblical materials were not for the most part, within the comprehension of the pupils nor within their range of interest.

The results obtained from the pupils are tabulated in Table IV. with an interpretation of the table following its presentation.

Table IV. The Biblical Materials in the Text, From Desert to Temple, by Eleanor Wood Whitman

	Not at all	A little	To a fair degree	Very much
These materials help me in:				
* ¹ Specific religious problems:				
a. Understanding and appreciation of God.	5	15	5	

*¹Point b omitted as the book does not deal with Jesus.

to point 1: seven, "not at all" to point 2 and 3; one,

"a fair degree," and six, "a little" to point 4.

Finally, it shows that in section IV, one replied, "so

a fair degree" to point 5, and six, "a little" to point 6.

a fair degree," and five, "a little" to point 7.

These figures mean that the majority of people

under these headings were not aided at all by the Biblical

materials in participation in and contribution to a

Christian social order, and in development of initiative

and leadership. It is also seen that the majority were

aided very little in understanding the meaning of prayer,

in the development of right attitudes toward parents,

friends, companions, society, and races, in the formation

of ideals, and in the development of a Christian life

philosophy. They also show that the Biblical materials

were not for the most part, within the comprehension of

the people nor within their range of interest.

The results obtained from the people are

tabulated in Table IV, with an interpretation of the results

following the presentation.

Table IV. The Biblical Materials in the Text

From Text to Results by Eleanor Wood Whitman

These materials help the people:		at little fair mean		all		Very	
1. Understanding and appreci-		2		18		5	
ation of God.							

Table IV omitted as the book does not deal with Jesus.

Table IV. (continued) The Biblical Materials in
the Text, From Desert to Temple, by Eleanor Wood Whitman

	Not at all	A little	To a fair degree	Very much
These materials help me in:				
6. Understanding of the meaning of prayer.	6	8	9	2
d. Understanding of and a feeling for religion.	5	10	10	
* ² II. Specific social problems:				
a. Development of right atti- tudes toward parents, friends, companions, society, races.		15	5	5
b. Living in a group.		25		
c. Cooperation.		15	10	
* ³ III. Specific needs:				
a. Formation of ideals	15	10		
b. Development of emotional stability(control).	20	5		
c. Development of initiative.	25			
d. Development of leadership.	25			
IV. The Biblical materials are:				
a. Understood by me.			25	
b. Of interest to me.	20	5		

Table IV. shows; namely, that in criterion I.
five pupils were aided "very much" in point a, fifteen,
"to a fair degree," and five, "a little;" two, "very much,"
nine, "to a fair degree," eight, "a little," and six, "not
at all" in point c; ten, "to a fair degree," ten, "a little,"
and five, "not at all" in point d. It shows that in criterion II. five were aided "very much" in point a, five, "to a

*²Point d omitted as it was not understood by the pupil.

*³Point e omitted for the same reason as *²

Table IV. (continued) The Biological Materials in

the Test, From Research to Research, by Eleanor Wood Whitman

Very	A	Not	at	all	
much	little	at	all	all	
degrees	degrees	degrees	degrees	degrees	
2	2	2	2	2	These materials help me in:
					B. Understanding of the
					meaning of prayer.
					C. Understanding of and a
					feeling for religion.
					*III. Specific social problems:
					a. Development of right atti-
					tudes toward parents, siblings,
					community, society, races.
					b. Living in a group.
					c. Cooperation.
					*III. Specific needs:
					a. Formation of habits
					b. Development of emotional
					stability/control.
					c. Development of initiative.
					d. Development of leadership.
					IV. The Biological Materials are:
					a. Understood by me.
					b. Of interest to me.

Table IV. (continued) The Biological Materials in

five pupils were asked "very much" in point a, fifteen, "to a fair degree," and five, "a little;" two, "very much," nine, "to a fair degree," eight, "a little," and six, "not at all" in point a; ten, "to a fair degree," ten, "a little," and five, "not at all" in point b. It shows that in order for LI. Five were asked "very much" in point a, five, "to a

*Point b called as it was not understood by the pupil.
*Point a called as the same reason as 2

fair degree," and fifteen, "a little;" all (twenty-five), "a little" in point b; and ten, "to a fair degree" in point c, and fifteen, "a little," In criterion III. it shows that ten were aided "a little" in point a, and fifteen, "not at all;" five, "a little," and twenty, "not at all" in point b; and all, (twenty-five) "not at all" in points c and d. Finally in criterion IV. it shows that all (twenty-five) were aided "to a fair degree" in point a, and five, "a little;" twenty, "not at all" in point b.

These figures mean that the majority of these pupils were not aided at all by the Biblical materials in the formation of ideals, and in the development of emotional stability, initiative and leadership. Also, that these materials were not of interest to the majority.

It means also, that the majority of these pupils were aided only a little by the Biblical materials in an understanding of and a feeling for religion, in the development of right attitudes toward parents, friends, companions, society, and races, in living in a group, and in the formation of ideals.

THE STORY OF JESUS

The Biblical Materials

In the teachers' textbook are found references to the New Testament books "Matthew," "Mark," "Luke," and "John," from which are quoted sections for the pupil to study.

"a little" in point b; and ten, "to a fair degree" in
 point c, and fifteen, "a little" in question III. It
 shows that ten were rated "a little" in point a, and
 fifteen, "not at all"; five, "a little", and twenty, "not
 at all" in point b; and all, (twenty-five) "not at all" in
 points c and d. Finally in question IV, it shows that all
 (twenty-five) were rated "to a fair degree" in point a, and
 five, "a little"; twenty, "not at all" in point b.
 These figures mean that the majority of these
 pupils were not rated at all by the clinical materials in
 the formation of ideals, and in the development of emotional
 stability, initiative and leadership. Also, that these
 materials were not of interest to the majority.
 It means also, that the majority of these pupils
 were rated only a little by the clinical materials in the
 understanding of and a feeling for religion, in the develop-
 ment of right attitudes toward parents, friends, companions,
 society, and races, in living in a group, and in the
 formation of ideals.

THE STORY OF JESUS

Formative Clinical Materials

In the teachers' textbook are found references to
 the New Testament books Matthew, Mark, Luke, and John,
 from which are quoted sections for the pupil to study.

The Biblical materials referred to in the teachers' manual, for the pupils' study, deal with the work of John the Baptist, the religious experiences which began the ministry of Jesus, Jesus's home, and his outlook on his work as he started it in Capernaum. Jesus' healings are also discussed, his treatment at the hands of his enemies, and his companionship and work with the disciples, together with their experiences and reports. There are sections dealing with Jesus' decision that he was the Messiah, with his decision as to what sort of a kingdom he should try to establish, and with the warnings from his disciples of the difficulties and rewards of their great tasks. Jesus' journey to the city, his entry into Jerusalem, and the plot against his life with his arrest and desertion by his friends are taken up. Finally there is a series of selections dealing with the end of his life on earth, his death and resurrection, with selections from the book "John" giving a view of Jesus after his death growing out of a love for his life and message.

The Relationships of the Biblical Materials to the Aims

The accounts of the work of Jesus, and that of his disciples with their relations to the people and their reactions toward the work done by Jesus, are to aid the pupils to grasp a clear understanding of these characters, and of the life of the people of that period. To read and study Jesus' work with the people, his handling of situations,

The Biblical materials referred to in the preceding
 section, for the people's study, have been the
 the people, the religious experiences which have been the
 ministry of Jesus, Jesus' home, and his outlook on his
 work as he studied it in Nazareth. Jesus' teaching and
 also discussed, his treatment of the people of his country,
 and his relationship with the people, together
 with their experiences and reports. There are sections
 dealing with Jesus' teaching that he was the Messiah,
 with his teaching as to what sort of a kingdom he would
 try to establish, and with the warnings from his disciples
 of the difficulties and dangers of their great task.
 Jesus' journey to the city, his entry into Jerusalem,
 and the sign against the city with his arrest and
 denunciation by his teachers are taken up. Finally there is
 a series of sections dealing with the end of his life
 on earth, his death and resurrection, with sections
 from the book "John" giving a view of Jesus after his
 death giving out of a love for his life and message.

The Relationship of the Biblical Materials to the Study

The accounts of the work of Jesus, and that of his
 disciples with their relations to the people and their
 relations toward the work done by Jesus, are in all the
 pupils to grasp a clear understanding of these characters,
 and of the life of the people of that period. To read and
 study Jesus' work with the people, his teaching of relations,

his teachings and sayings, and his travels from place to place, are to make the pupil see him as a human being, yet a person of great gifts, to show that everyone is worthy of consideration, to show the pupils how to adjust themselves to society, and to place before the pupils a vivid picture of the country in which Jesus lived and traveled.

The love of the disciples and that of the people for Jesus bring out the meaning of loyalty. The problems with which the people had to deal, and the advice Jesus gave to them are related so that the pupils may realize the relationships of the problems of that race of long ago to their own. The miracle stories are to help the pupils understand that wonderful things do happen for which we can give no account. The story of Jesus teaching his disciples to pray are to give the pupils an understanding of the significance of prayer. The stories told after his death are to arouse in them an understanding of immortality .

The most important events are chosen so that the pupils may understand what religion meant to the Hebrews, with a carry over of its meaning for them, to arouse a feeling for the wonderful life Jesus lived so that they might be aroused to live a life as near like his as possible, and to show how he calmed people emotionally aroused by problems very similar to those which are faced today.

his teachings and sayings, and his travels took place in
 places, are to make the pupil see him as a human being,
 yet a person of great value, so that everyone is
 worthy of consideration, to show the pupils how to adjust
 themselves to society, and place before the pupils a
 vivid picture of the country in which Jesus lived and
 traveled.

The lives of the disciples and that of the people
 for Jesus bring out the meaning of loyalty. The problems
 with which the people had to deal, and the advice Jesus
 gave to them are related so that the pupils may realize
 the relationship of the problems of that race of long ago
 to their own. The miracle stories are to help the pupils
 understand that wonderful things do happen for which we can
 give no account. The story of Jesus teaching his disciples
 to pray are to give the pupils an understanding of the
 significance of prayer. The stories told after his death
 are to arouse in them an understanding of immortality.
 The most important events are chosen so that the
 pupils may understand what relation went to the Hebrews,
 with a carry over of the meaning for them, to arouse a feel-
 ing for the wonderful life Jesus lived so that they might
 be aroused to live a life as near like his as possible, and
 to show how he calmed people anxiously aroused by problems var-
 ious to those which are faced today.

The Extent to Which the Biblical Materials Accomplish the Aims

In order to determine the extent to which the Biblical materials in The Story of Jesus, accomplish the aims, questionnaires were sent to five teachers who had had experience in teaching the course and to twenty-five pupils who were studying it. The method followed was the same as in the case for the book, From Desert to Temple. The results obtained from the teachers are tabulated in Table V. following, with an interpretation below the tabulation.

Table V. The Biblical Materials in the Text,
The Story of Jesus, by Florence Buck

	Not at all	A little	To a fair degree	Very much
These materials help the pupils:				
1. To form a vivid conception of a remote time and country.				5
2. To understand Jesus as a human being.				5
3. To begin to feel that those remote lives and events have direct bearing in their own lives.			5	
4. To realize the worth of every human soul.				5
5. To have sympathy for other religions.		5		
6. To understand religion.			5	
7. To form ideals.				5
8. To pattern their lives after Jesus.				5
9. To understand the meaning of loyalty.				5
10. To develop their religion.			2	3

The Extent to Which the Biblical Materials Accomplish

the Aim

In order to determine the extent to which the biblical materials in The Story of Jesus accomplish the aims, questionnaires were sent to five teachers who had had experience in teaching the course and to twenty-five pupils who were studying it. The method followed was the same as in the case for the book From Disciple to Teacher. The results obtained from the teachers are tabulated in Table V. Following, with an interpretation below the

tabulation.

Table V. The Biblical Materials in the Text

The Story of Jesus, by Monahan, Book 2

Aim	To a	Very	at	all	Comments
1. To form a vivid conception of a person's life and personality.	5				
2. To understand Jesus as a human being.	5				
3. To learn to feel that those remote lives and events have almost meaning in their own lives.	5				
4. To realize the worth of every human soul.	5				
5. To have sympathy for other religions.	5				
6. To understand religion.	5				
7. To form ideals.	5				
8. To pattern their lives after Jesus.	5				
9. To understand the meaning of loyalty.	5				
10. To develop their religious	5				

Table V. (continued) The Biblical Materials in the Text, The Story of Jesus, by Florence Buck

	Not at all	A little	To a fair degree	Very much
These materials helps the pupil:				
11. To understand the meaning and value of prayer.				5
12. To understand life.				5
13. To realize the heroism involved in the career and decision of Jesus and his followers.				5
14. To feel the qualities of Jesus (as revealed in his attitude to Samaria, in his lament over Jerusalem, and in the Garden of Gethsemane).				5

From Table V. it is seen that the five teachers questioned replied, "very much" to the first, second, fourth, seventh, eighth, ninth, thirteenth and fourteenth points. Only three replied, "very much" to the tenth. Five replied, "to a fair degree" to the third, sixth, eleventh, and twelfth, and while only two replied thus to the tenth all five teachers replied, "a little" to the fifth.

From these figures the conclusion is drawn that the majority of the aims were accomplished "very much" through the Biblical materials presented.

There are, however, a few differences of opinion which may be accounted for. Of the five who replied, "a little" to the fifth point, three made the statements that Christianity was stressed so much, it was quite difficult

Table V. (continued) The Biblical Materials in
the Text, The Story of Jesus, by Florence Buck

No.	To a	Very
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102

From Table V. it is seen that the five teachers

questioned replied, "very much" to the first, second, fourth, seventh, eighth, ninth, thirteenth and fourteenth points.

Only three replied, "very much" to the tenth. Five replied,

"to a fair degree" to the third, sixth, eighth, eleventh, and

twelfth, and while only two replied thus to the tenth and

thirteenth, five teachers replied, "a little" to the fifth.

From these figures the conclusion is drawn that

the majority of the class were disappointed "very much"

through the Biblical materials presented.

There are, however, a few differences of opinion

which may be accounted for. Of the five who replied, "a

little" to the fifth point, three made the statement that

Christianity was spread so much, it was quite different

to bring to the pupils' realization that other religions contained many points of value. They felt that this was quite a weakness in the book.

The two who replied, "to a fair degree" to the tenth felt that more could be done in the presentation of the Biblical materials to help the pupil in developing his religion.

The pupils replied to the same questions, the results of which are tabulated in Table VI. These pupils were all thirteen years of age. They were from classes other than those taught by the teachers to whom the questionnaires were sent.

* Table VI. The Biblical Materials in the Text,
The Story of Jesus by Florence Buck

	Not at all	A little	To a fair degree	Very much
These materials help me:				
1. To form a vivid conception of a remote time and country.			15	5
2. To understand Jesus as a human being.		5		20
3. To begin to feel that the lives and happenings of the Hebrews are somewhat like mine.		10	15	
4. To realize that everyone should be respected.				25
5. To find value in other religions.		20	5	
6. To understand religion.		15	10	
7. To form ideals.				25
8. To live as good a life as Jesus.				25
9. To understand the meaning of loyalty.				25
10. To develop my own religion.		8	15	2
11. To understand the meaning of and the value of prayer.	5	15	5	

*Some of the aims are rewritten so that the pupil may understand them.

Table VI. (continued) The Biblical Materials in the Text, The Story of Jesus, by Florence Buck

	Not at all	A little	To a fair degree	Very much
These materials help me:				
12. To understand life.		15	10	
13. To realize the courage of Jesus.				25
14. To feel the sacrificing spirit in Jesus in the garden of Gethsemane.				25

From Table VI. it is seen that; five pupils replied, "very much" to the first point, and fifteen, "to a fair degree;" twenty, "very much" to the second, and five, "a little;" fifteen, "to a fair degree" to the third, and ten, "a little;" twenty-five, "very much" to the fourth; five, "to a fair degree" to the fifth and twenty, "a little;" ten, "to a fair degree" to the sixth and fifteen, "a little;" twenty-five, "very much" to the seventh, eight, and ninth; two, "very much" to the tenth, fifteen, "to a fair degree," and eight, "a little;" five, "to a fair degree" to the eleventh, fifteen, "a little," and five, "not at all;" ten, "to a fair degree" to the twelfth, and fifteen, "a little;" and twenty-five, "very much" to the thirteenth and fourteenth.

Thus it is concluded from both tables that the majority of the pupils were helped the least in finding value in other religions, in understanding religion, in

understanding the meaning of and the value of prayer, and in understanding life.

The Adequacy of the Biblical Materials for Meeting the Interests, Problems, Needs, and Capacities of the Pupils

The same process is used here as in the case of the book, From Desert to Temple, to determine the adequacy of the Biblical materials in, The Story of Jesus, for meeting the interests, problems, needs, and capacities of the pupils.

The results obtained from the teachers are tabulated in Table VII. following, with an interpretation following its presentation.

Table VII. The Biblical Materials in the Text, The Story of Jesus, by Florence Buck

	Not at all	A little	To a fair degree	Very much
These materials help the pupils in:				
*I. Specific religious problems:				
a. Understanding and appreciation of God.				5
b. Understanding and appreciation of Jesus.				5
II. Specific social problems:				
a. Development of right attitudes toward parents, friends, companions, society, races.				5
b. Living in a group.				5
c. Cooperation.				5
d. Participation in and contribution to a Christian social order.				5

*The points omitted are met by the aims set forth in the text.

understanding the meaning of and the value of prayer.

and in understanding life.

The Adequacy of the Biblical Materials for Meeting the Interests, Problems, Needs, and Capacities of the Pupils

The same process is used here as in the case of

the book, From Jesus to Jesus, to determine the adequacy

of the Biblical materials in The Story of Jesus for meet-

ing the interests, problems, needs, and capacities of the

pupils.

The results obtained from the teachers are tabu-

lated in Table VII. Following, with an interpretation

following its presentation.

Table VII. The Biblical Materials in the Text.

The Story of Jesus by Winifred Bush

Very	A	Not
much	at all	at all
Very	A	Not
much	at all	at all
Very	A	Not
much	at all	at all

These materials help the pupils in:

I. Specific religious problems:

a. Understanding and

appreciation of God.

b. Understanding and

appreciation of Jesus.

II. Specific social problems:

a. Development of right attitudes

toward parents, friends, companions,

world, races.

b. Living in a group.

c. Cooperation.

d. Participation in and con-

tribution to a Christian social order.

Some points omitted are set by the line set forth in the text.

Table VII. (continued) The Biblical Materials in
the Text The Story of Jesus by Florence Buck

	Not at all	A little	To a fair degree	Very much
These materials help the pupils in:				
III. Specific needs:				
b. Development of emotional stability.			5	
c. Development of initiative.			3	2
d. Development of leadership.			3	2
e. Development of a Christian life philosophy.			2	3
IV. The Biblical materials are within:				
a. The comprehension of the pupil.			3	2
b. The range of interests of the pupils.			5	

From Table VII. it is seen that the five teachers replied, "very much" to criteria I and II. To criterion III. five replied, "to a fair degree" to point b, only two, "very much" to points c and d, and three, "very much" to e, while three replied, "to a fair degree" to points c and d, and two, "to a fair degree" to e. To criterion IV. only two replied, "very much" to point a, while three replied, "to a fair degree" to a, and five to b.

These figures show; that the pupils under these teachers were aided "very much" in an understanding and appreciation of God and Jesus, in the development of right attitudes toward parents, friends, companions, society, and races, in living in a group, in cooperation, and in participation in and contribution to a Christian social order; that the pupils were helped "to a fair degree" in

the development of initiative, leadership, and emotional stability, and a Christian life philosophy; and that the Biblical materials were, "to a fair degree," within the comprehension and range of interests of the pupils.

The results from the pupils are tabulated in Table VIII. with an interpretation following. Point d under criterion II., and point e under criterion III. are omitted as the pupils did not reply to them. The pupils are from groups other than those taught by the teachers mentioned.

Table VIII. The Biblical Materials in the Text, The Story of Jesus, by Florence Buck

	Not at all	A little	To a fair degree	Very much
These materials help me in:				
I. Specific religious problems:				
a. Understanding and appreciation of God.				25
b. Understanding and appreciation of Jesus.		5		20
II. Specific social problems:				
a. Development of right attitudes toward parents, friends, companions, society, races.				25
b. Living in a group.			15	10
c. Cooperation.				25
III. Specific needs:				
b. Development of emotional stability.	20		5	
c. Development of initiative.	15		10	
d. Development of leadership.	15		5	5
*IV. The Biblical materials are:				
a. Understood by me.		5	20	
b. Of interest to me.			20	5

*This wording is changed for comprehension by the pupil.

the development of initiative, leadership, and emotional stability, and a Christian life philosophy; and that the Biblical materials were, "to a fair degree," within the comprehension and range of interests of the pupils.

The results from the pupils are tabulated in Table VIII, with an interpretation following. Points of under criterion II, and point a under criterion III, are omitted as the pupils did not reply to them. The pupils are from groups other than those taught by the teachers mentioned. Table VIII. The Biblical Materials in the Text

The Story of Jesus by Florence Buck

				These materials help realize:			
				I. Specific religious problems:			
25	10	5	20	a. Understanding and appreciation of God.			
				b. Understanding and respect for Jesus.			
25	10	5	20	II. Specific social problems:			
				a. Development of right attitudes toward parents, friends, companions, society, races.			
25	10	5	20	b. Living in a group.			
				c. Cooperation.			
25	10	5	20	III. Specific needs:			
				b. Development of emotional stability.			
25	10	5	20	c. Development of initiative.			
				d. Development of leadership.			
25	10	5	20	IV. The Biblical materials are:			
				a. Understood by me.			
25	10	5	20	b. Of interest to me.			

This wording is changed for comprehension by the pupils.

Table VIII. shows that, the twenty-five pupils were aided "very much" in point a of criterion I., while twenty were aided "very much" in point b and five, "a little." It shows that the twenty-five were aided "very much" in point a of criteria II. ten, "very much" in point b and fifteen, "to a fair degree," and all, "very much" in point c. The table shows that five were aided, "to a fair degree" in point b, and twenty, "a little;" ten, "to a fair degree" in point c of criterion III. and fifteen, "a little," five, "very much," five, "to a fair degree," and fifteen, "a little" in point d. Finally it shows that twenty replied, "to a fair degree," and five, "a little" to point a of criterion IV. and five, "very much," and twenty, "to a fair degree" in point b.

These figures mean that the majority of pupils were aided "very much" in an understanding and appreciation of God and of Jesus, in the development of right attitudes toward parents, friends, companions, society, races, and in cooperation; that they were aided "to a fair degree" in living in a social group; and that they were aided "a little" in the development of emotional stability, initiative, and leadership. It means, also, that the Biblical materials were understood by and of interest to the majority of pupils "to a fair degree."

Table VIII. shows that, the twenty-five pupils

were rated "very much" in point a of criterion I., while

twenty were rated "very much" in point b and five, "a little";

it shows that the twenty-five were rated "very much" in

point c of criterion II., ten, "very much" in point d and

fifteen, "to a fair degree," and all, "very much" in point

e. The table shows that five were rated, "to a fair degree"

in point b, and twenty, "a little"; ten, "to a fair degree"

in point c of criterion III. and fifteen, "a little," five,

"very much," five, "to a fair degree," and fifteen, "a

little" in point d. Finally it shows that twenty replied,

"to a fair degree," and five, "a little" in point e of

criterion IV. and five, "very much," and twenty, "to a fair

degree" in point b.

These figures mean that the majority of pupils

were rated "very much" in an understanding and appreciation

of God and of Jesus, in the development of right attitudes

toward parents, friends, associates, society, races, and in

cooperation; that they were rated "to a fair degree" in

living in a social group; and that they were rated "a little"

in the development of emotional stability, initiative, and

leadership. It means, also, that the Biblical materials

were understood by and of interest to the majority of pupils

"to a fair degree."

PETER AND PAUL AND THEIR FRIENDS

The Biblical Materials

The text Peter and Paul and Their Friends contains references to Acts, I. Corinthians, Galatians, Ephesians, and Philemon which are to be read directly from the Bible by the pupil. The sections referred to and deal with Paul's conversion to Christianity, /his work among other peoples, until his death.

The Relationships of the Biblical Materials to the Aims

The work Paul carried on, and his establishment of the Christian church in many places, is studied to bring to the pupils' minds the history of their church. The experiences through which Peter and Paul and their friends went are made use of to show that these characters were "real personalities" with experiences like other people's. The hardships endured by them, and the work of Paul in other lands are used to show the great feeling and interest which they had in their mission.

The Extent to Which the Biblical Materials Accomplish

the Aims

In order to determine the extent to which the Biblical materials accomplish the aims set forth, questionnaires were sent to five teachers who had had much experience in teaching the text Peter and Paul and Their Friends, and to twenty-five pupils who had studied the book in Sunday School. The method followed was the same

PETER AND PAUL AND THEIR FRIENDS

The Biblical Materials

The text Peter and Paul and Their Friends

contains references to Acts, I. Corinthians, Galatians, Ephesians, and Philippians which are to be read directly from the Bible by the pupil. The sections referred to deal with Paul's conversion to Christianity, his work among other peoples, until his death.

The relationship of the Biblical Materials to the aims

The work Paul carried on, and his establishment

of the Christian Church in many places, is studied to bring

to the pupils' minds the history of their church. The

experiences through which Peter and Paul and their friends

went are used to show that these characters were

"real personalities" with experiences like other people's.

The passages entitled by them, and the work of Paul in

other lands, are used to show the great feeling and interest

which they had in their mission.

The extent to which the Biblical Materials accomplish

the aims

In order to determine the extent to which the

Biblical Materials accomplish the stated aims, question-

naires were sent to five teachers who had had much ex-

perience in teaching the text Peter and Paul and Their

Friends, and to twenty-five pupils who had studied the

book in Sunday School. The method followed was the same

as for the two books previously discussed. The results from the teachers are tabulated in Table IX. below, with an interpretation of the table following.

Table IX. The Biblical Materials in the Text, Peter and Paul and Their Friends, by Helen Nicolay

	Not at all	A little	To a fair degree	Very much
These materials help the pupils:				
1. To appreciate Paul.	5			
2. To feel the interest of Paul, and his disciples in their mission.	1	4		
3. To deepen their own religious life.			5	
4. To help them understand the beginnings of the Christian Church.		3		2

Table IX. shows that five teachers replied, "not at all" to the first point; one, "not at all" to the second, and four, "a little;" five, "a little" to the third; and three, "a little" to the fourth, and two, "to a fair degree."

The five teachers felt that the Biblical material as presented by the text did not give a good picture of Paul which made it impossible for the pupil to appreciate his great character. One said that the interest of Paul and his disciples in their mission were not felt by the pupil at all because the material chosen was not sufficient to bring out their interest. Three of the five who said that the child's own religious life was deepened only "a little" through the study of Paul and his work felt that the method of presentation was very poor, and the sections

as for the two books previously discussed. The results from the teachers are tabulated in Table IX, below, with an interpretation of the results following.

Table IX. The Biblical Materials in the Text.

Peter and Paul and Their Friends, by Helen Nicolay

Material	Very little	Little	Some	All
1. To appreciate Paul.	1	2	3	4
2. To feel the interest of Paul.	1	2	3	4
3. To see the disciples in their mission.	1	2	3	4
4. To see their own religious life.	1	2	3	4
5. To help them understand the beginnings of the Christian Church.	1	2	3	4

These materials help the pupils:

1. To appreciate Paul.
2. To feel the interest of Paul.
3. To see the disciples in their mission.
4. To see their own religious life.
5. To help them understand the beginnings of the Christian Church.

Table IX, shows that five teachers replied, "all"

at all" to the first point; one, "not at all" to the second, and four, "a little"; five, "a little" to the third; and three, "a little" to the fourth, and two, "to a fair degree."

The five teachers felt that the Biblical

material as presented by the text did not give a good picture of Paul which made it impossible for the pupil to appreciate his great character. One said that the interest of Paul and his disciples in their mission was not felt by the pupil at all because the material chosen was not sufficient to bring out their interest. Three of the five who said that the child's own religious life was deepened only "a little" through the study of Paul and his work felt that the method of presentation was very poor, and the sections

chosen for reading were not the type that the pupils appreciated and liked. The three who replied that the materials aided the pupil in understanding the beginnings of the Christian church only "a little" stated that the contents presented were too sketchy for that purpose.

The results from the pupils are tabulated in Table X. below. These pupils were fourteen years of age with the majority of average ability, and were chosen from classes other than those taught by the teachers to whom questionnaires were sent.

Table X. The Biblical Materials in the Text, Peter and Paul and Their Friends, by Helen Nicolay

	Not at all	A little	To a fair degree	Very much
These materials help me:				
1. To appreciate Paul.	10	10		
2. To feel the interest of Paul and his disciples in their mission.	15	5	5	
3. To deepen my own religious life.	8	17		
4. To understand the beginnings of the Christian Church.			25	

Table X. shows that; fifteen replied, "not at all" to the first statement, and ten, "a little;" fifteen, "not at all" to the second, five, "a little," and five, "to a fair degree;" eight, "not at all" to the third, and seventeen, "a little" to the third; and that the twenty-five replied, "a little" to the fourth.

Thus it is seen that for the majority of the pupils

chosen for reading were not the type that the pupils appreciated and liked. The things that excited the pupils' interest were the things that were presented in the Christian church only "a little" stated that the contents presented were too abstract for that purpose.

The results from the pupils are tabulated in

Table X. Below. These pupils were fourteen years of age with the majority of average ability, and were chosen from classes other than those taught by the teachers to show

questionnaire results.

Table X. The Biblical Materials in the Text

Factor and Paul and Their Friends, by Helen Nicolay

Factor	Paul	Paul and His Friends
1. To understand the meaning of the Bible	10	10
2. To know the meaning of the Bible	10	10
3. To know the meaning of the Bible	10	10
4. To know the meaning of the Bible	10	10
5. To know the meaning of the Bible	10	10
6. To know the meaning of the Bible	10	10
7. To know the meaning of the Bible	10	10
8. To know the meaning of the Bible	10	10
9. To know the meaning of the Bible	10	10
10. To know the meaning of the Bible	10	10

These materials help me:

1. To understand Paul.
2. To know the meaning of Paul and his friends in their mission.
3. To know the meaning of Paul and his friends in their mission.
4. To know the meaning of Paul and his friends in their mission.
5. To know the meaning of Paul and his friends in their mission.
6. To know the meaning of Paul and his friends in their mission.
7. To know the meaning of Paul and his friends in their mission.
8. To know the meaning of Paul and his friends in their mission.
9. To know the meaning of Paul and his friends in their mission.
10. To know the meaning of Paul and his friends in their mission.

the Christian Church.

Table X. shows that: fifteen replied, "not at all"

to the first statement, and ten, "a little"; fifteen, "not at all" to the second, five, "a little", and five, "not at all" to the third, and seven, "a little" to the fourth; and that the twenty-five replied, "a little" to the fourth.

Thus it is seen that for the majority of the pupils

the Biblical materials failed completely in helping the pupil appreciate Paul, and feel his interest and that of his disciples in their mission.

Hence, from both tables it is concluded; that the majority of pupils were aided only "a little" in deepening their own religious life and in understanding the beginnings of the Christian Church; and that the majority were not aided at all in appreciating Paul.

The Adequacy of the Biblical Materials for Meeting the Interests, Problems, Needs, and Capacities of the Pupils

The same process is used here as for the other books in order to determine the adequacy of the Biblical materials for meeting the interests, problems, needs, and capacities of the pupils. The results from the teachers are tabulated in Table XI. with an interpretation of the table following.

Table XI. The Biblical Materials in the Text, Peter and Paul and Their Friends, by Helen Nicolay

	Not at all	A little	To a fair degree	Very much
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These materials help the pupils in:

I. Specific religious problems:

- a. Understanding and appreciation of God. 5
- b. Understanding and appreciation of Jesus. 2 3
- c. Understanding of the meaning of prayer. 5
- d. Understanding of and feeling for religion. 3 2

the Biblical materials failed completely in helping the pupils appreciate Paul, and feel his interest and that of his disciples in their mission.

Hence, from both tables it is concluded; that the majority of pupils were aided only "a little" in deepening their own religious life and in understanding the beginnings of the Christian Church; and that the majority were not aided at all in appreciating Paul.

The adequacy of the Biblical Materials for Meeting the Interests, Problems, Needs, and Qualities of the Pupils The same process is used here as for the other books in order to determine the adequacy of the Biblical materials for meeting the interests, problems, needs, and capacities of the pupils. The results from the teachers are tabulated in Table XI, with an interpretation of the table following.

Table XI. The Biblical Materials in the Text.

Interests and Needs of the Pupils as Helped by the Bible

Interests and Needs of the Pupils as Helped by the Bible		Interests and Needs of the Pupils as Helped by the Bible	
1. Understanding of the meaning of prayer.	3	1. Understanding of the meaning of prayer.	3
2. Understanding of and feeling for religion.	3	2. Understanding of and feeling for religion.	3
3. Understanding of the action of Jesus.	3	3. Understanding of the action of Jesus.	3
4. Understanding and appreciation of God.	3	4. Understanding and appreciation of God.	3
5. Understanding and appreciation of religious problems.	3	5. Understanding and appreciation of religious problems.	3
6. These materials help the pupils in:		6. These materials help the pupils in:	

Table XI. The Biblical Materials in the Text,
Peter and Paul and Their Friends, by Helen Nicolay (continued)

	Not at all	A little	To a fair degree	Very much
These materials help the pupils in:				
II. Specific social problems.				
a. Development of right attitudes toward parents, friends, companions, society, races.				5
b. Living in a group.		4	1	
c. Cooperation.			5	
d. Participation in and contribution to a Christian social order.		5		
III. Specific needs:				
a. Formation of ideals.			5	
b. Development of emotional stability.	1	4		
c. Development of initiative.	5			
d. Development of leadership.	5			
e. Development of a Christian life philosophy.				5
IV. The Biblical materials are within:				
a. The comprehension of the pupil.			5	
b. The range of interests of the pupils.			5	

From Table XI. it is seen that in criterion I. five teachers replied, "to a fair degree" to point a; three, "to a fair degree" and two, "a little" to point b; five, "a little" to point c; and two, "to a fair degree" and three, "a little" to point d. In criterion II. five replied, "very much" to point a; one, "to a fair degree," and four, "a little" to point b; five, "to a fair degree" to point c; and five, "a little" to point d. In criterion III. five replied, "to a fair degree" to point a; four, "a little" and

Table XI. The Biblical Materials in the Text
 Peter and Paul and Their Friends by Helen Nicolay (continued)

These materials help the people in:	
II. Scientific social problems.	
a. Development of rights.	
b. Education toward business, industry, agriculture, science, etc.	
c. Living in a group.	
d. Education.	
e. Participation in and control of a Christian social order.	
III. Scientific method.	
a. Formation of ideas.	
b. Development of emotional stability.	
c. Development of initiative.	
d. Development of leadership.	
e. Development of a Christian life philosophy.	
IV. The Biblical materials are:	
a. The organization of the social.	
b. The range of interests of the people.	

From Table XI. It is seen that in criterion I. the materials are related, "to a fair degree" to point a; three, "to a fair degree" and two, "a little" to point b; five, "a little" to point c; and two, "to a fair degree" and three, "a little" to point d. In criterion II. five replied, "very much" to point a; one, "to a fair degree," and four, "a little" to point b; five, "to a fair degree" to point c; and five, "a little" to point d. In criterion III. five replied, "to a fair degree" to point a; four, "a little" and

one, "not at all" to point b; five, "not at all" to points c and d; and five, "to a fair degree" to point e. In criterion IV. five replied, "to a fair degree" to point a, and "a little" to point b.

These figures mean; that the students under these teachers were aided "very much" in the development of right attitudes toward parents, friends, companions, society and races; that they were aided "to a fair degree" in an understanding and appreciation of God, and of Jesus, in cooperation, in the formation of ideals, in the development of a Christian life philosophy; that they were aided "a little" in the understanding of the meaning of prayer, in an understanding of, and a feeling for prayer, in living in a group, in participation in and contribution to a Christian social order, in the development of emotional stability; that they were aided "not at all" in the development of initiative and leadership; and that the Biblical materials were within the comprehension of the pupils "to a fair degree," and only "a little" within their range of interests.

The pupils who replied were not taught by the teachers to whom the questionnaires were sent. The results of the replies from the pupils are recorded in Table XII. with an interpretation following.

Table XII. The Biblical Materials in the Text,
Peter and Paul and Their Friends, by Helen Nicolay

	Not at all	A little	To a fair degree	Very much
These materials help me in:				
I. Specific religious problems:				
a. Understanding and appreciation of God.		10	15	
b. Understanding and appreciation of Jesus.		15	10	
c. Understanding of the meaning of prayer.	5	20		
d. Understanding of and a feeling for religion.	5	15		5
II. Specific social problems:				
a. Development of right attitudes toward parents, friends, companions, society, races.			5	20
b. Living in a group.			15	10
c. Cooperation.			20	5
d. Participation in and contribution to a Christian social order.			20	5
III. Specific needs:				
a. Formulation of ideals.				25
b. Development of emotional stability.	20		5	
c. Development of initiative.	10		10	5
d. Development of leadership.	10		12	3
e. Development of a Christian life philosophy.			18	
IV. The Biblical materials are:				
a. Understood by me.				25
b. Of interest to me.	15		10	

From Table XII. it is seen that in criterion I. fifteen pupils replied, "to a fair degree" to point a, and ten, "a little;" ten, "to a fair degree" and fifteen, "a little" to point b; twenty, "a little," and five, "not at all" to point c; five, "to a fair degree," fifteen, "a little," and five, "not at all," to point d. In criterion II. twenty replied, "to a fair degree," and five, "a little"

to point a; ten, "to a fair degree" and fifteen, "a little" to point b; five, "to a fair degree," and twenty, "a little" to point c; and five, "to a fair degree," and twenty, "a little" to point d. In criterion III. twenty-five replied, "to a fair degree" to point a; five, "a little," and twenty, "not at all" to point b; five, "to a fair degree," ten, "a little," and ten, "not at all" to point c; three, "to a fair degree," twelve, "a little," and ten, "not at all" to point d; and seven, "to a fair degree," and eighteen, "a little" to point e. In criterion IV. twenty-five replied, "to a fair degree" to point a; and to point b, ten replied, "a little," and fifteen, "not at all."

These figures mean; that the majority of pupils were aided "to a fair degree" in an understanding and appreciation of God, in the development of right attitudes toward parents, friends, companions, society, and races, and in the formation of ideals; that the majority were aided "a little" in an understanding of and appreciation of Jesus, in an understanding of the meaning of prayer, in an understanding of and feeling for religion, in living in a group, in cooperation, in participation in and contribution to a Christian social order, in the development of leadership, and in the development of a Christian life philosophy; that they were aided "not at all" in the development of emotional stability; and that the Biblical materials were understood "to a fair degree" by all the pupils (twenty-five) and that they were not within the range of interests of the majority. The same number are helped "a little" in the

development of initiative as are helped "not at all."

OUR PART IN THE WORLD

The Biblical Materials

The Biblical materials in the text Our Part in The World, are very meagre. There are Biblical quotations from and references made to Jesus' parables, sayings, healings, Last Words, Psalms, and Proverbs. There is one to the Old Testament, namely, to "God's Care for a Barren World" as illustrated by the story of creation.

The Relationships of the Biblical Materials to the Aims

The reference to the creation story is to bring an understanding of God. The meaning of Christian living is brought out in references to Jesus' story of the "Good Samaritan", and the words: "He that is greatest among you let him be your servant", and the proverb, "if thine enemy be hungry give him water to drink", and to many other sayings of Jesus, and other proverbs.

Then, to aid the pupil in meeting the demands that fall upon him and in assuming his obligations, there are such quotations as: "If ye have faith, even as a grain of mustard seed, ye shall say unto this mountain be ye removed." The references to Jesus' teachings are to aid the pupil in understanding God, also.

The Extent to Which the Biblical Materials Accomplish the Aims

The experiences of five teachers were again

development of initiative as are helped "not at all."

OUR PART IN THE WORLD

The Biblical materials

The Biblical materials in the text are found in

The World, are very meagre. There are Biblical quotations

from and references made to Jesus' parables, sayings,

beatitudes, Last Words, Passions, and Proverbs. There is one

to the Old Testament, namely, to "God's Care for a Sinner

God," as illustrated by the story of creation.

The relationship of the Biblical materials

to the aims

The reference to the creation story is to bring an

understanding of God. The meaning of creation living is

presented and in references to Jesus' story of the "Good

Samaritan," and the words: "He that is greatest among you

let him be your servant," and the proverb, "If thou enemy

be hungry give him water to drink," and so many other

sayings of Jesus, and other proverbs.

Then, to aid the pupil in meeting the demands

that fall upon him and in expanding his spiritual vision, Jesus

are such questions as: "If ye have faith, even as a grain

of mustard seed, ye shall say unto this mountain be ye

removed." The references to Jesus' teachings are to aid

the pupil in understanding God, also.

The extent to which the Biblical materials

accomplish the aims

The experiences of five teachers were again

sought, and the reactions of twenty-five pupils. The replies from the teachers are tabulated in Table XIII. below with an interpretation of it following.

Table XIII. The Biblical Materials in the Text
Our Part in The World by Ella Lyman Cabot

	Not at all	A little	To a fair degree	Very much
These materials help:				
1. To teach the pupil how to live in a social world.		5		
2. To aid the pupil to choose his life work.	4	1		
3. To aid the pupil to meet the demands that fall upon him.		3	2	
4. To aid the pupil to assume his obligations.		4	1	
5. To aid the pupil to understand the universe.		5		
6. To aid the pupil to understand God.		3	2	

Table III. shows that five teachers replied, "a little" to the first point; one, "a little" and four, "not at all" to the second; two, "to a fair degree," and three, "a little" to the third; one, "to a fair degree," and four, "a little" to the fourth; five, "a little" to the fifth; and two, "to a fair degree," and three, "a little" to the sixth.

This table shows that the aims were accomplished through the Biblical materials "to a low degree."

The replies from the pupils are tabulated in Table XIV. with an interpretation following.

Table XIV. The Biblical Materials in the Text,
Our Part in The World, by Ella Lyman Cabot

	Not at all	A little	To a fair degree	Very much
These materials help me:				
1. To live in the social world.	10	15		
2. To choose my life work.	20	5		
3. To meet the demands that fall upon me.	6	18	1	
4. To assume my obligations.	18	7		
5. To understand the universe.		25		
6. To understand God.		18	7	

Table XIV. shows that fifteen pupils replied, "a little," to point one, and ten, "not at all;" five, "a little," to point two, and twenty, "not at all;" one, "to a fair degree" to point three, eighteen, "a little," and six, "not at all;" seven, "a little" to point four; and eighteen, "not at all," twenty, "a little," to point five; and seven, "to a fair degree," and eighteen, "a little."

The conclusion is drawn that the majority of pupils were helped only "a little" in accomplishing the aims through the Biblical materials presented.

From both tables it is seen; that the majority of the pupils were aided only, "a little," in how to live in a social world, in meeting the demands that fall upon them, in understanding the universe, and God; and that the majority are not helped at all in choosing their life work, and in assuming their obligations.

Table XIV. The Biblical Materials in the Text

Our Part in the World by Ella Lyman Cabot

	Not at all	A little	To a very large degree
1. To live in the social world.	10	15	
2. To choose my life work.	20	5	
3. To meet the demands that fall upon me.	6	15	1
4. To choose my obligations.	15	7	
5. To understand the universe.	25	25	
6. To understand God.	15	15	7

Table XIV. Shows that fifteen pupils replied.

"a little," to point one, and ten, "not at all," five, "a little," to point two, and twenty, "not at all," one, "to a fair degree" to point three, eighteen, "a little," and six, "not at all," seven, "a little" to point four, and eighteen, "not at all," twenty, "a little," to point five, and seven, "to a fair degree," and eighteen, "a little."

The conclusion is drawn that the majority of pupils were helped only "a little" in accomplishing the aims

through the Biblical materials presented.

From both tables it is seen that the majority of the pupils were aided only, "a little," in how to live in a social world, in meeting the demands that fall upon them, in understanding the universe, and God; and that the majority were not helped at all in choosing their life work, and in assuming their obligations.

The Adequacy of the Biblical Materials for Meeting the
Interests, Problems, Needs, and Capacities of the Pupils

The adequacy of the Biblical materials for meeting the interests, problems, needs, and capacities of the pupils is determined by the same method as used for the other books. The replies from the teachers are tabulated in Table XV. with an interpretation following.

*Table XV. The Biblical Materials in the Text,
Our Part in The World, by Ella Lyman Cabot

	Not at all	A little	To a fair degree	Very much
These materials help the pupils in:				
I. Specific religious problems:				
b. Understanding and appreciation of Jesus			5	
c. Understanding of the meaning of prayer.			5	
d. Understanding of and a feeling for religion.				5
II. Specific social problems:				
a. Development of right attitudes toward parents, friends, companions, society, races.				5
d. Participation in and contribution to a Christian social order.			5	
III. Specific needs:				
a. Formation of ideals.			5	
b. Development of emotional stability.		3	2	
d. Development of leadership.		5		
e. Development of a Christian life philosophy.			5	
IV. The Biblical materials are within:				
a. The comprehension of the pupils.				5
b. Range of interests of the pupils.	2		3	

*The points met by the aims in the text which overlap here are omitted.

The adequacy of the Biblical Materials for meeting the interests, problems, needs, and capacities of the pupils is determined by the same method as used for the other books. The replies from the teachers are tabulated in Table XV, with an interpretation following.

Table XV. The Biblical Materials in the Text.

Our Part in the World by Miss Jean Gabor

All		To a Very	
at Little Fair		much	
Answers			
These materials help the pupils in:			
I. Specific religious problems:			
a. Understanding and appreciation of Jesus			
2		b. Understanding of the meaning of prayer.	
2		c. Understanding of and a feeling for religion.	
2		II. Specific social problems:	
a. Development of right attitudes toward parents, friends, companions, society, races.			
2		b. Participation in and contribution to a Christian social order.	
2		III. Specific needs:	
2		a. Formation of ideals.	
2		b. Development of emotional stability.	
2	2	c. Development of leadership.	
2	2	d. Development of Christian life philosophy.	
2		IV. The Biblical materials are within:	
2		a. The comprehension of the pupils.	
2	2	b. Range of interests of the pupils.	

This points out by the stars in the text which overlap have are omitted.

Table XV. shows that the five teachers replied, "a little" to point "b" in criterion I. and to point "c"; and that the five replied, "to a fair degree" to point "d". In criterion II. it shows that the five replied, "very much" to point "a", and "to a fair degree" to point "d". In criterion III. it shows that five replied, "to a fair degree" to point "a"; that two replied "to a fair degree" to point "b" and three, "A little" that five replied, "a little" to point "d"; and that the five replied, "to a fair degree" to point "e". It shows, finally, that they replied, "very much" to point "a" in criterion Iv; and that three replied, "to a fair degree" to point "b" and two, "a little."

These figures mean; that the pupils under these teachers were aided "very much" in the development of right attitudes toward parents, friends, companions, society, and races; that they were aided "to a fair degree" in an understanding of and a feeling for religion, in participation in and contribution to a Christian social order, in the formation of ideals, and in the development of a Christian life philosophy; that they were aided "a little" in an understanding and appreciation of Jesus, in the development of emotional stability, and in the development of leadership; and that the Biblical materials were "very much" within the comprehension of the pupils, and were "to a fair degree" within the range interest of the majority of the pupils.

Table IV, shows that the five teachers replied, "a little" to point "b" in criterion I, and to point "c"; and that the five replied, "to a fair degree" to point "d". In criterion II, it shows that the five replied, "very much" to point "a", and "to a fair degree" to point "b". In criterion III, it shows that five replied, "to a fair degree" to point "a"; that two replied "to a fair degree" to point "b" and three, "A little" that five replied, "a little" to point "d"; and that the five replied, "to a fair degree" to point "e". It shows, finally, that they replied, "very much" to point "a" in criterion IV; and that three replied, "to a fair degree" to point "b" and two, "a little."

These figures mean; that the pupils under these teachers were aided "very much" in the development of right attitudes toward parents, friends, companions, society, and nature; that they were aided "to a fair degree" in an understanding of and a feeling for religion, in participation in and contribution to a Christian social order, in the formation of ideals, and in the development of a Christian life philosophy; that they were aided "a little" in an understanding and appreciation of Jesus, in the development of personal stability, and in the development of leadership; and that the biblical materials were "very much" within the comprehension of the pupils, and were "to a fair degree" within the range interest of the majority of the pupils.

The replies from the pupils are tabulated in Table XVI. following. These pupils were chosen from classes not taught by the teachers who replied.

Table XVI. The Biblical Materials in the Text, Our Part in The World, by Ella Lyman Cabot

	Not at all	A little	To a fair degree	Very much
These materials helped me in:				
I. Specific religious problems:				
b. Understanding and appreciation of Jesus.	10	15		
c. Understanding of the meaning of prayer.	5	20		
d. Understanding of and feeling for religion.	5	5	15	
II. Specific social problems:				
a. Development of right attitudes toward parents, friends, companions, society, races.			20	5
b. Participation in and contribution to a Christian social order.	5	15	5	
III. Specific needs:				
a. formation of ideals.	10	15		
b. Development of emotional stability.		20	5	
c. Development of leadership.	8	10	7	
e. Development of Christian life philosophy.		10	15	
IV. The Biblical materials, are:				
a. Understood by me.			15	10
b. Of interest to me.	4	9	12	

Table XVI. shows that fifteen were aided "a little" in point a of criterion I. and ten, "not at all;" twenty, "a little" in point e, and five, "not at all;" and fifteen, "to a fair degree" in point d, five, "a little" and five, "not at all." It shows that five were aided, "very much" in

The results from the pupils are tabulated in

Table XVI. Following. These pupils were chosen from

classes not taught by the teachers who replied.

Table XVI. The Biblical Materials in the Text

Our Part in the World of Bible Lesson Table

Very much		A little		Not at all		Total	
10		5		5		20	
I. Specific religious problems:							
a. Understanding of Jesus.							
b. Understanding of the meaning of prayer.							
c. Understanding of and feeling for religion.							
II. Specific social problems:							
a. Development of right attitudes toward parents, friends, neighbors, society, race.							
b. Participation in and contribution to a Christian social order.							
III. Specific needs:							
a. Formation of ideals.							
b. Development of emotional stability.							
c. Development of leadership.							
d. Development of Christian life philosophy.							
IV. The Biblical materials, are:							
a. as understood by me.							
b. of interest to me.							

Table XVI. shows that fifteen were rated "a little"

in point a of criterion I, and ten, "not at all"; twenty, "a

little" in point b, and five, "not at all"; and fifteen, "a

a fair degree" in point d, five, "a little" and five, "not

at all." It shows that five were rated, "very much" in

point a, and twenty, "to a fair degree;" and five, "to a fair degree" in point b, fifteen, "a little," and five, "not at all." It shows also that fifteen were aided, "a little" in point a of criterion III., and ten, "not at all;" five, "to a fair degree" in point b, and twenty, "a little;" seven, "to a fair degree" in point c, ten, "a little," and eight, "not at all;" and fifteen, "to a fair degree" in point e, and ten, "a little." Finally it shows that ten replied, "very much" to point a of criterion IV., and fifteen "to a fair degree;" and that twelve replied, "to a fair degree" to point b, nine, "a little," and four, "not at all."

These figures mean; that the majority of pupils were aided "to a fair degree" in an understanding and feeling for religion, in the development of right attitudes toward parents, friends, companions, society, and races, and in the development of a Christian life philosophy; that the majority were aided "a little" in an understanding and appreciation of Jesus, in an understanding of the meaning of prayer, in participation in and contribution to a Christian social order, in the formation of ideals, in the development of emotional stability, and of leadership.

TALKS TO YOUNG PEOPLE ON ETHICS

The Biblical Materials

The textbook, Talks to Young People on Ethics, does not quote Biblical materials in its body, but does refer to

point a, and twenty; "to a fair degree;" and five, "to a fair degree" in point b, fifteen, "a little," and five, "not at all." It shows also that fifteen were added, "not at all;" in point c of collection III, and ten, "not at all;" five, "to a fair degree" in point d, and twenty, "a little;" seven, "to a fair degree" in point e, ten, "a little," and eight, "not at all;" and fifteen, "to a fair degree" in point f, and ten, "a little." Finally it shows that ten replied, "very much" to point g of collection IV, and fifteen "to a fair degree;" and that twelve replied, "to a fair degree" to point h, nine, "a little," and four, "not at all."

These figures mean: that the majority of replies

were added "to a fair degree" in an understanding and feeling for religion, in the development of right attitudes toward parents, friends, companions, society, and world; and in the development of a Christian life philosophy; that the majority were added "a little" in an understanding and appreciation of Jesus, in an understanding of the meaning of prayer, in participation in and contribution to a Christian social order, in the formation of ideals, in the development of emotional stability, and of leadership.

TALKS TO YOUNG PEOPLE ON ETHICS

The Biblical Materials

The textbook, Talks to Young People on Ethics, does not quote Biblical materials in its body, but does refer to

passages in the Bible. There are references to the work of Jesus as accounted in the Gospels, and to several Proverbs. There is reference to I. Corinthians 8:10, which contains Paul's discourse on conscience. Acts 26, referred to, the story of Adam and Eve in Genesis 3, and the account of Solomon's dream in I. Kings 3 5-15 are referred to, also.

The Relationships of the Biblical Materials to the Aims

The pupils are referred to the Gospels, as the author feels that the teachings of Jesus establish a higher moral standard for all time. This material, the author feels, should aid the pupil in determining morals which he considers conform to social standards, then to act in accordance with such. The Proverbs bearing on this subject are to aid the pupils in this capacity.

The reading of Paul's discussion on conscience is for aiding the pupil to act according to his own. The writers feel that it is conscience which builds character, hence an understanding of this should aid the pupils in their choices and acts.

Finally, the reference to the story of Adam and Eve is for the purpose of showing what was considered to be the source of good and evil in the world. Solomon's dream is referred to for the same purpose. These should lead to discussion of good and evil, in the judgment of the authors.

The Extent to Which the Biblical Materials Accomplish the Aims

The results of my evaluation of the Biblical

passages in the Bible. There are references to the work

of Jesus as recorded in the Gospels, and to several

passages. There is reference to I. Corinthians 8:10,

which contains Paul's discussion on conscience. Acts 23,

referred to, the story of Paul and his friends, and

the account of Solomon's dream in I. Kings 3:5-15 are

referred to, also.

The relationship of the Biblical Materials to the Bible

The pupils are referred to the Gospels as the

author feels that the teachings of Jesus are the

higher moral standard for all time. This material, the

author feels, should aid the pupil in determining moral

which he considers correct in social standards, both to

and in accordance with such. The pupils' feeling on this

subject are to aid the pupils in this capacity.

The reading of Paul's discussion on conscience

is for aiding the pupil to act according to his own. The

author feels that it is conscience which builds character.

Hence an understanding of this should aid the pupils in

their choices and acts.

Finally, the reference to the story of Adam and

Eve is for the purpose of showing that was considered to be

the source of good and evil in the world. Solomon's dream

is referred to for the same purpose. These should lead to

discussion of good and evil in the judgment of the authors.

The extent to which the Biblical Materials Accomplish

the Aim

The results of my evaluation of the Biblical

materials in, Talks to Young People on Ethics, are recorded in Table XVII. following.

Table XVII. The Biblical Materials in the Book, Talks to Young People on Ethics, by Clarence Wilson and Edwin Fairley

	Not at all	A little	To a fair degree	Very much
These materials help the pupil:				
1. To think.				x
2. To choose.		x		
3. To act.		x		

To the first point I have replied, "very much," to the second, "a little," and to the third, "a little."

First of all I have replied "very much" to the first point. The Biblical materials referred to in this book are of the type which need careful thought and interpretation placed upon them in order to find any meaning in them, or any application of their contents to present day problems. Second, I have replied "a little" to the second and third points, since I feel that the materials are not sufficiently extensive to have much weight in these respects. They are for the most part maxims which often-times do not carry over into every-day living. I also feel that the Biblical materials referred to are not of sufficient interest to the pupils of the ages for which the book is intended, hence they would be likely to merely

glance at the references.

I have not evaluated these Biblical materials further since they are not sufficient to warrant application of the criteria set for that purpose. I will add, however, that they are, for the most part, within the comprehension of the pupils.

Alonso at the reference.

I have not evaluated these Biblical materials
 further since they are not sufficient to warrant application
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 that they are, for the most part, within the comprehension of
 the pupils.

CHAPTER VII

Summary, Conclusions, and Recommendations

It now remains to summarize the steps and findings of this investigation, and to recommend certain things which might be undertaken in regard to the aims and Biblical materials within the texts, revealed by the examination of them.

General Summary

First of all, the steps followed in this examination were, briefly; a study of the adolescent from twelve to seventeen years of age in regard to some outstanding interests, problems, characteristics, and needs; an analysis of the aims set forth in each text with an evaluation of them according to criteria set up for that purpose; and an analysis of the Biblical materials within each, with a determination of the extent to which they accomplished the aims set forth in each, and of their adequacy for meeting the interests, problems, needs, and capacities of the pupils, these last two points being determined through questionnaires sent to teachers who had had experience in teaching the courses, and to pupils who had studied or were studying them.

Conclusions

The pupils of the period from twelve to seventeen years of age were found to have definite recreational, aesthetic, intellectual, social, and religious interests.

CHAPTER VII

Summary, Conclusions, and Recommendations

It has been the purpose of this study to determine the degree and kind of this investigation, and to recommend certain things which might be undertaken in regard to the aims and Biblical materials within the texts, revealed by the examination of them.

General Summary

First of all, the scope followed in this examination was, briefly, a study of the adolescent from twelve to seventeen years of age in regard to some outstanding interests, problems, characteristics, and needs; an analysis of the aims set forth in each text with an evaluation of them according to criteria set up for that purpose; and an analysis of the Biblical materials within each, with a determination of the extent to which they accomplished the aims set forth in each, and of their adequacy for meeting the interests, problems, needs, and capacities of the pupils, these last two points being determined through questionnaires sent to teachers who had had experience in teaching the courses, and to pupils who had studied or were studying them.

Conclusions

The pupils of the period from twelve to seventeen years of age were found to have definite recreational, aesthetic, intellectual, social, and religious interests.

They were found to have certain religious and social problems, and definite needs. It was also discovered that they passed through certain religious, intellectual, and emotional development, which led to many of their problems.

By the criteria set up in the light of the pupils' interests, problems, and needs, for evaluation of the aims, those aims in the books, The Story of Jesus, and Our Part in the World, were found to be outgrowths, to a high degree, of the pupils' interests, problems, needs, experiences, and capacities. They were discovered to be aims which were to aid the pupil in living, in adjustment to life, in overcoming personal problems, in developing religious beliefs, in social living and the like. They were not dogmatic, stupid statements for the purpose of pouring knowledge into the youth "for the sake of knowledge," but were aims set up for aiding the pupil in life problems, and in social adjustments.

On the other hand, the aims in the texts, From Desert to Temple, and, Peter and Paul and Their Friends, seemed to be outgrowths of the old idea that the pupil should be taught certain facts in the Bible about great events or characters, irrespective of their application to the life of the pupil, of his problems, interests, and needs. They exclude entirely the pupil's recreational and vocational interests which are dominant in the life of the adolescent.

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By the criteria set up in the light of the pupils' interests, problems, and needs, for evaluation of the aims, those aims in the books, The Story of Jesus, and Our Part in the World, were found to be outstanding, as a high degree of the pupils' interests, problems, needs, expectations, and aspirations. They were discovered to be aims which were in aid the pupil in living, in adjustment to life, in overcoming personal problems, in developing religious beliefs, in social living and the like. They were not dogmatic, simple statements for the purpose of storing knowledge into the youth "for the sake of knowledge," but were aims set up for aiding the pupil in life problems, and in social adjustment.

On the other hand, the aims in the books, From Moses to Jesus, and Moses and Paul and Their Friends, seemed to be retrospective of the old idea that the pupil should be taught certain facts in the Bible about great events or characters, irrespective of their application to the life of the pupil, or his problems, interests, and needs. They exclude entirely the pupil's recreational and vocational interests which are dominant in the life of the adolescent.

The writers seemed not to make use of the principle of flexibility, either, which is important if the youth is to be allowed to progress with, and to be aided in adjusting himself to the ever-changing social-order, as pointed out earlier.

But the aims do have value in that they outline the field involved, a most important point in the formulation of aims, and are sufficiently specific to allow for selection of outcomes.

As for the book, Talks to Young People on Ethics, the aims are very flexible. They show an understanding, on the part of the authors, of the youth of this period of life in regard to his independent spirit, and the necessity of thought, choice, and action on his part, in order to find his place in society. They do not reveal any idea of pursuit of knowledge for "knowledge's sake," but imply guidance of youth in his choices and actions.

Next, the study of the Biblical materials in relation to the aims revealed many things.

First, the Biblical materials in the texts, From Desert to Temple, and, Peter and Paul and Their Friends, accomplished the aims in each to a low degree. In the case of the first book mentioned, the main reason for this seemed to be that the presentation of materials was too complicated to allow the child to obtain correct and moral ideas, to understand the beginnings of religion, and to

The writers seemed not to make use of the principle of flexibility, either, which is important in the youth is to be allowed to progress with, and to be aided in adjusting himself to the ever-changing social-order, as pointed out earlier.

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Next, the study of the Biblical materials in

relation to the aims revealed very little.

First, the Biblical materials in the text, From

Isaac to Jesus, and Peter and Paul and Their Friends,

accomplished the aim in each to a low degree. In the case of the first book mentioned, the main reason for this was

so to be that the presentation of materials was too

concentrated to allow the child to obtain correct and moral

ideas, to understand the background of religion, and to

serve as an introduction to the Gospels and were too difficult in thought to make it possible for him to obtain the help from the book that he should. In the case of the second book, the Biblical materials were presented too sketchily, and were too remote from the interests of the pupils to give them a good picture of Paul and of the Christian Church, and a feeling for this great person and his disciples.

Also, the Biblical materials in the text, Our Part in the World, accomplished the aims to a low degree, this being so because of the very small amount of Biblical materials used, which did not allow of extensive application.

However, the Biblical materials in the text, The Story of Jesus, accomplished the aims to a high degree, this being made possible through extensive use of the Gospel stories.

Finally, the Biblical materials in the text, Talks to Young People on Ethics, appeared, as far as I could judge, to bear out the aims to a fair degree, since the materials seemed to be of the type sufficiently challenging to stimulate the youth to think, hence to choice and action.

The determination of the adequacy of the Biblical materials for meeting the interests, problems, needs, and capacities of the pupils revealed many things.

as an introduction to the Gospel and were too difficult to make it possible for him to obtain the help from the book that he should. In the case of the second book, the Biblical materials were presented too abstractly, and were too remote from the interests of the people to give them a good picture of Paul and of the Christian Church, and a feeling for this great person and his disciples.

Also, the Biblical materials in the text, San Paul to the World, accomplished the aim to a low degree, this being so because of the very small amount of Biblical materials used, which did not allow of extensive application.

However, the Biblical materials in the text, The Story of Jesus, accomplished the aim to a high degree, this being made possible through extensive use of the Gospel stories.

Finally, the Biblical materials in the text, Jesus to Young People of Today, appeared, as far as I could judge, to best use the aim to a fair degree, since the materials seemed to be of the type sufficiently challenging to stimulate the youth to this, hence to choice and action.

The determination of the adequacy of the Biblical materials for meeting the interests, problems, needs, and aspirations of the youth revealed many things.

The Biblical materials in the text, From Desert to Temple, and Peter and Paul and Their Friends, failed to a great extent in being adequate for the pupils in the respects named above. These materials in the two texts are confined, for the most part, to instructive subjects. In the choice of such contents, the necessity of aiding the individual in adjustment to the social-order, in the solution of social and religious problems, in the development of emotional stability, leadership, and initiative, and of a Christian life philosophy, is overlooked.

Also, the Biblical materials in the text, Our Part in The World, did not aid the pupil very much in social and religious problems, and in needs. They are not profuse in this book, and those that do appear seem to be used more for bearing out points in the stories related throughout the volume.

The same is true of the Biblical materials in the book, Talks to Young People on Ethics. These materials seem to be too scant to assist the pupil in many points. They consist, for the most part, of maxims which may or may not carry over into life.

Finally, the Biblical materials in the text, The Story of Jesus, seemed to be adapted for meeting the interests, problems, needs, and capacities of the pupils. They rated fairly high in the majority of cases in aiding the pupil in his social and religious problems, and his needs. However,

The Biblical materials in the text, from Genesis

to Malachi, and Peter and Paul and their Epistles, failed to

a great extent in being adequate for the pupils in the
prospects named above. These materials in the two texts are

confined, for the most part, to instructive subjects. In

the choice of such contents, the necessity of aiding the

individual in adjustment to the social-order, in the solu-

tion of social and religious problems, in the development

of emotional stability, leadership, and initiative, and of

a Christian life philosophy, is overlooked.

Again, the Biblical materials in the text, from Job

to the New Testament, did not aid the pupil very much in social

and religious problems, and in needs. They are not profound

in this book, and those that do appear seem to be used

more for bearing out points in the studies related through-

out the volume.

The same is true of the Biblical materials in

the book, Talk to Young People on Bible. These materials

seem to be too scant to assist the pupil in many points.

They demand, for the most part, of material which may or may

not carry over into life.

Finally, the Biblical materials in the text, The

Story of Jesus, seemed to be adapted for meeting the interests,

problems, needs, and capacities of the pupils. They rated

fairly high in the majority of cases in aiding the pupil in

his social and religious problems, and his needs. However,

they failed, somewhat, in giving the pupil an adequate conception of the meaning of religion and prayer, and in aiding him in his religious and emotional development.

Recommendations

Certain recommendations arise as a result of the examination, in the light of modern standards, of the texts of the Beacon Course of the intermediate and senior grades.

First of all the aims in the texts, From Desert to Temple, and Peter and Paul and Their Friends, should be revised to meet modern standards, if the pupils are to derive benefit from studying these volumes. They should be outgrowths of the interests of the group for which they are intended, of their problems, needs, and capacities. As they stand now, they were attained to a very low degree by the groups who studied the texts, hence did not serve even the purpose for which they were intended.

Second, since it was found that the Biblical materials in the book, From Desert To Temple, did not aid the pupils in forming correct and moral ideas, in understanding the beginnings of religion, and in understanding the Gospels, it is suggested that other Biblical materials be chosen for this purpose, if it is the wish of the revisers to retain these particular aims. The formation of correct and moral ideas is of importance for the youth, as we have seen, hence materials more adapted for the accomplishment of such would be more to the point.

they failed, somewhat in giving the pupil an adequate conception of the meaning of religion and prayer, and in aiding him in his religious and emotional development.

Recommendations

Certain recommendations arise as a result of the examination, in the light of modern standards, of the texts of the Basic Course of the Intermediate and Senior Grades.

First of all the aim in the texts, from least

to least, and from least to least, should be

revised to meet modern standards, if the pupils are to

derive benefit from studying these volumes. They should

be outgrowths of the interests of the group for which they

are intended, of their problems, needs, and capacities. As

they stand now, they were attained to a very low degree by

the groups who studied the texts, hence did not serve even

the purpose for which they were intended.

Second, since it was found that the Biblical

materials in the book, from least to least, did not aid

the pupils in forming correct and moral ideas, in under-

standing the beginnings of religion, and in understanding

the Gospels, it is suggested that other Biblical materials

be chosen for this purpose, if it is the wish of the revisers

to retain these particular aims. The formation of correct

and moral ideas is of importance for the youth as we have

seen, hence materials more adapted for the accomplishment

of such would be more to the point.

To be sure, in order to give the pupil a picture of the history of the Hebrew race, the story of their origin, experiences, wanderings, hardships, and the like, need to be studied, but one point is weakened in favor of the other. It is then a case of deciding which thing the child should have, knowledge for knowledge, or knowledge for application to everyday life.

As for understanding the beginnings of religion, it is suggested that this be made a separate study since it is^a difficult subject for the twelve-year old pupil to grasp from a complicated study of the life of a race, in all its phases, which lived hundreds of years ago. Also, this might be done for giving the pupil an understanding of the background of the Gospels.

Third, since the materials did not aid the pupils in their present social and religious problems, nor meet their needs to a sufficient degree, it is suggested that materials which serve these purposes, would be of more benefit to a group of twelve-year old pupils, than the materials within the present text.

Fourth, the Biblical materials in the text, The Story of Jesus, could well include more material which would be of help in aiding the pupil in his own religious and emotional development, which are of importance for a harmonious, well-adjusted life.

Fifth, the aims in the book, Peter and Paul and Their Friends, are mostly for instruction which is important

To be sure, in order to give the pupil a picture

of the history of the Hebrew race, the story of their origin, experiences, wanderings, hardships, and the like, need to be studied, but one point is stressed in favor of the other. It is then a case of deciding which thing the child should have, knowledge for knowledge, or knowledge for application to everyday life.

As for understanding the beginnings of religion,

it is suggested that this be made a separate study since it

is difficult subject for the twelve-year old pupil to

grasp from a complicated study of the life of a race. In all

its phases, which lived hundreds of years ago. Also, this

might be done for giving the pupil an understanding of the

background of the Gospel.

Third, since the materials did not suit the pupils

in their present social and religious problems, nor meet

their needs for a sufficient degree, it is suggested that

materials which serve these purposes, would be of more bene-

fit to a group of twelve-year old pupils, than the materials

within the present text.

Fourth, the Biblical materials in the text, The

Story of Jesus, could well include some material which would

be of help in aiding the pupil in his own religious and

emotional development, which are of importance for a har-

monious, well-adjusted life.

Fifth, the aim in the book, Peter and Paul and

Their Friends, are mostly for instruction which is important

to a certain extent. But there is need for more than this. The aims should be more the outgrowths of the pupils' interests, problems, and needs, to be of benefit to them in the present social-order. The pupil needs and seeks aid for adjustment to life.

Sixth, since the Biblical materials in the text, Peter and Paul and Their Friends, fail to accomplish many of the aims set forth, satisfactorily, it is suggested that there be pictures depicting scenes in Paul's life within the text itself which would lead to discussion of, and interest in his life. The Biblical materials might be presented in biographical form within the text itself, supplemented by biographies of Paul, by other writers.

Also, more emphasis could be placed upon Paul's social views, his Christian life philosophy, and the Christian ideals for which he stood. The pupil at fourteen is in the midst of social adjustment, hence discussions of Paul's work in this field could be related to the present.

Seventh, since the aims in the text, Our Part in ^{not} The World, are met satisfactorily through the Biblical materials within their book, it is suggested that either more use be made of such materials to allow this, or that those which are contained in the text be left out, as they do not contribute a great deal. If materials are presented with the purpose of making a point more emphatic, they should be, it seems to me, sufficient to present a challenge to the youth, and contribute towards adjustment to life.

to a certain extent. But there is need for more than this. The aim should be more the enrichment of the people's interests, problems, and needs, to be of benefit to them in the present social-order. The social needs and desires are for adjustment to life.

Sixth, since the Biblical materials in the text,

Paul and Paul's friends, I feel to emphasize many of the signs and facts, socialistically, it is suggested that there be placed in the text certain signs in Paul's life which the text itself would lead to discussion of, and interest in his life. The Biblical materials might be presented in chronological form within the text itself, supplemented by descriptions of Paul, by other writers.

Also, more emphasis should be placed upon Paul's

social views, his Christian life philosophy, and the Christian ideals for which he stood. The goal of the text is in the midst of social adjustment, hence discussion of Paul's work in this field could be related to the present.

Seventh, since the aim in the text, Paul is

not The Bible, are not satisfactorily through the Biblical materials within their book. It is suggested that more use be made of such materials to allow this, so that those which are contained in the text be left out, as they do not contribute a great deal. If materials are presented with the purpose of making a point more emphatic, they should be, it seems to me, sufficient to present a single page to the youth, and contribute towards adjustment to life.

Eighth, since the Biblical materials presented in the book, Talks to Young People on Ethics, seem to be too meagre for contributing much of value to the pupil's life, it is suggested that either these be left out entirely, or more used which would present a challenge to the youth.

Ninth, and lastly, it is suggested in the light of the study of the adolescents, and of the criteria set up, first, that more use be made of the pupil's recreational and vocational interests which are strong factors in the life of the youth of the adolescent period, which factors are lacking in the texts studied; and second, that more use be made of the religious and social problems of the youth, and of his needs, all of which receive very small recognition in the majority of the books studied, thus relating subject-matter to life.

might, since the historical materials presented in the book, Talks to Young People on Religion, seem to be too meagre for comparison with of value to the pupil's life. It is suggested that either these be left out entirely, or some new material which would present a challenge to the youth.

Witch, and finally, it is suggested in the light of the study of the adolescent, and of the religious life, that more use be made of the pupil's vocational and vocational interests which are strong factors in the life of the youth of the adolescent period. Which factors are lacking in the books studied; and second, that more use be made of the religious and social problems of the youth, and of his needs, all of which receive very small recognition in the majority of the books studied, thus relating religion to life.

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